DOCUMENT RESUME

ED 106 192 SO 008 319

AUTHOR	Price, Margaret; And Others
TITLE	Bicentennial Source Book, Level IV, Grades 9-12.
INSTITUTION	Carroll County Public Schools, Westminster, Md.
PUB DATE	74
NOTE	231p.; For related documents, see SO 008 316-318; Small portions of copyrighted material have been removed from this book
AVAILABLE FROM	Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21157 ($15.00; Set of guides I-IV $50.00)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*American Studies; Class Activities; *Colonial History (United States); Cultural Activities; Instructional Materials; *Learning Activities; Music Activities; Physical Activities; Resource Materials; Revolutionary War (United States); Science Activities; Secondary Education; *Social Studies; Teacher Developed Materials; *United States History
IDENTIFIERS	*Bicentennial

ABSTRACT

This student activities source book is one of a series of four developed by the Carroll County Public School System, Maryland, for celebration of the Bicentennial. It is specifically designed to generate ideas integrating the Bicentennial celebration into various disciplines, classroom activities, and school-wide events at the secondary level. For a description of the general content and format structure see document SO 008 316. This specific unit contains 88 activities under the disciplines of art, home economics, industrial and practical arts, language arts, music, physical education, science, and social studies. Sample activities include candle making, needle point, pewter casting, literature of the American Revolution, relating folk songs to historical events, shuffle board, colonial science and technology, and role playing American patriots. Also included are suggested field trips and a historical chronology of the revolutionary period. (Author/DE)

ED106192

BICENTENNIAL SOURCE BOOK

LEVEL IV

GRADES 9-12

CARROLL COUNTY BOARD OF EDUCATION

WESTMINSTER, MARYLAND

SUMMER 1974

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SP 008 319

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2/3

CARROLL COUNTY PUBLIC SCHOOLS

WESTMINSTER, MARYLAND

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RESOLUTION - BI-CENTENNIAL PROCLAMATION - DECEMBER 12, 1973

WHEREAS it has been officially proclaimed by the President of the United States of America that the year nineteen hundred seventy six (1976) will be observed as the Bi-Centennial Celebration Year of the founding of these United States of America, and

WHEREAS all citizens and all community organizations have been called upon to observe and celebrate this Bi-Centennial year, be it

THEREFORE RESOLVED that the Carroll County Public School System will cooperate with all recognized agencies and bodies as they move to mark this observance, and be it

FURTHER RESOLVED that the Carroll County Public School System of Carroll County, Maryland will mark this observance with appropriate activities.

Approved and entered into the reocrds of the Carroll County Public School System's minutes this twelfth day of December in the year nineteen hundred seventy three.

(December 12, 1973)

Philip Benzil	Board President	Dr. Philip Benzil
Arnold Amass	Vice President	Mr. Arnold Amass
Richard A. Dixon	Board Member	Mr. Richard Dixon
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Virginia Minnick	Board Member	Mrs. Virginia Minnick
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INTRODUCTION

The Maryland Bicentennial Commission for the commemoration of the American Revolution was established by the State Legislature in 1968 for the purpose of ensuring that an appropriate effort would be made to create local interest in celebrating the 200th anniversary of the founding of our nation.

The state commission lead to the creation of the Carroll County Bicentennial Commission. The first meeting of the committee, chaired by Mr. George A. Grier, Administrative Assistant to the County Commissioners, was held in November 1972. As a result of this initial meeting, Dr. Ralph John, President of Western Maryland College, was charged with organizing a planning committee for local educational units. In turn, Dr. George E. Thomas, Superintendent of Schools, appointed particular Board of Education staff members to serve on the committee. The first meeting was held in February 1973.

In December 1973, the Carroll County Board of Education resolved that appropriate activities honoring the Bicentennial be planned and carried out in the Carroll County schools.

Mr. Donald P. Vetter, Supervisor of Social Studies, Temporary Co-Chairman, organized an ad hoc committee to make recommendations for the Bicentennial activities. The Ad Hoc Committee recommended that the historical time span be designated as 1763 through 1783 and that the period for observance in the schools be September 1975 through June 1976.

In February 1974, three Bicentennial Sub-Committees; elementary, middle, and high school, were appointed. Several planning sessions were held involving teachers, community groups, school administrators and students.

On May 30, a meeting of fifteen high school students was organized for the purpose of receiving student input. Bicentennial Committees also were created in each county school and funds were budgeted for a summer workshop designed to develop a K-12 interdisciplinary guide for Bicentennial activities.

The Bicentennial Source Books are the result of the workshop which took place for two weeks beginning on July 15 1974. The purpose of the document is to assist local school Bicentennial Committees in planning programs of celebration for the 1975-76 fiscal year.

The Maryland Bicentennial Commission suggests that the celebration be organized with a three fold thrust:

HERITAGE '76

Focuses on activities which recall our Nation's heritage and gives an historical perspective to the Community. In the thirteen original States, the Heritage Program would relate more directly to the events of the American Revolution than in other States. All areas however, have their own heritage which, at least in part, reflects the basic principles upon which our Nation was founded. Specificaily, Heritage includes those values and traditions established by our founding fathers and supplemented by succeeding generations of Americans.

Heritage '76 is also concerned with what Americans can see, touch, and feel in their historic past; with the houses, churches, bridges, parks, documents and decorative objectives that form a panorama of their man-made environment.

HORIZONS '76

Covers activities through which Americans can commemorate their past by looking to the future as the challenge and the opportunity for all individuals and organizations to define and dedicate themselves to worthy purposes and goals, and to proceed with the attainment of these goals through various activities intended to improve the quality of life.

Specifically, Horizons '76 will concentrate on citizenship, community development, communications, transportation, learning, health, leisure, the environment, the economy, and human values and understanding to assure a better future for "all mankind."

FESTIVAL USA

Sharing with other Americans and the people of the world the traditions, the culture, and the hospitality of the United States and its people.

Festival USA includes the arts, athletics, education, travel, hospitality, exhibits and fairs involving all members of the community.

These activities may include community craft shows and workshops, folk music and dance performances.

All Americans should take a thoughtful look at themselves and their communities and share their knowledge by means of home hospitality, exchange programs, and at visitor information centers.

This format, together with the suggestions of the Ad Hoc Committee, provided a framework for the organization of this bulletin. It was also decided that the Source Books be developed on four levels:

Level I - Kindergarten, first and second grades

Level II - Grades three, four and five

Level III - Middle school, grades six, seven and eight

Level IV - High school, grades nine through twelve

Both disciplinary and interdisciplinary activities are suggested. The Source Books are to be sent to all schools so that planning for the Bicentennial year may take place. It is hoped that principals will budget for the selected activities and that additional ideas and activities will be submitted from the schools for inclusion in the revised bulletins in the spring of 1975.

ACKNOWLEDGEMENTS

Organization for Bicentennial activities has involved many individuals. Special recognition is due to Mr. Donald Vetter, Supervisor of Social Studies, for his leadership as chairman of the Bicentennial committee; Mrs. Virginia Murray, Elementary Supervisor; and Dr. Robert Kersey, Director of Curriculum, for their assistance with workshops and editing.

Bicentennial Committee

Student representatives:

Kathy Arnold	Francis Scott Key
Tony Sims	South Carroll
Donna Harrison	South Carroll
Jack R. Veara	South Carroll
Kelly Marsh	South Carroll
Terry Sapp	South Carroll
Martha Larkins	South Carroll
Susan Griesmyer	Westminster
Julie Packer	Westminster
J. Keene	North Carroll
Karen England	North Carroll
Serita Zumbrun	North Carroll
Sue Rambol	North Carroll
Brenda Feeser	North Carroll
Brian Hockheimer	North Carroll

School Bicentennial Chairmen:

Elementary

Donna McPartland & Peggy James - Charles Carroll
Elizabeth Wantz - Elmer Wolfe
Pat Moseley & Janet Hersh - Hampstead
Charlotte Collett & Joretta Allwine - Manchester
Marilyn Kirschner - Taneytown
Sharon Herb - Robert Moton
Patricia Amass - East End
Erma King - West End
Martha Devilbiss - William Winchester

Elementary (cont'd)

Nancy Orth - Mechanicsville
Peggy Hahn & Louise Borneman - Uniontown
Ruth Schneehagen - Sandymount
Dorothy Mangle - Freedom
Larry Thompson & Alan Potter - Eldersburg
Pauline Sinclair - Winfield
Pill Wolfe - Mt. Airy
Sabra Kittner - County Resource Center
Shirley Hayes - East End
Virginia Murray - Committee Chairman

Middle School

Virgil Rhoten & Marcia Edward - West Middle
Robert Burger - Sykesville Middle
Miriam West - Taneytown Middle
Mildred Shipley & Miriam Flynn - East Middle
Minerva Bennett - Mt. Airy Middle
Philip Martin - New Windsor Middle
David Booz - North Carroll
Lillian Rodgers - Central Office
Pat Cullison - P. T. A.
Victor Makovitch - Committee Chairman

High School

Linda Taylor & Terry Doyle & Stephanie Douglas - Westminster
Nancy Spicknel - North Carroll
Linda Van Hart - Francis Scott Key
Gordon Davis - Vo-Tech Center
Ted Jump - South Carroll
Ellen Joseph - League of Women Voters
Robert Kersey - Committee Chairman

Writing Workshop Committee:

Level I

*Sharon Herb - Robert Moton - Grade 1
Marilyn Kirschner - Taneytown - Grade 2
Ruth Schneehagen - Sandymount - Kindergarten
Pauline Sinclair - Winfield - Kindergarten

Level II

Gail Hosmer - William Winchester - Grade 3
Erma King - West End - Grade 4
Peggy James - Charles Carroll - Grade 5
*Nancy Orth - Mechanicsville - Grade 4
Joretta Allwine - Manchester - Music
Dean Johnson - Mt. Airy - Physical Education
Joan Unger - (3 schools) - Art

Level III

*Robert Burger - Sykesville - Grade 6
Wayne Hughes - North Carroll - Grade 7
Michael Isaacs - Mt. Airy - Music
Anne Miller - West Middle - Art
Linda Selby - New Windsor - Grade 5
Nancy Phoebus - West Middle - Grade 8

Level IV

Winifred Connor - North Carroll - Home Economics
Stephanie Douglas - Westminster - English
Ross Merryman - South Carroll - Music
*Margaret Price - Francis Scott Key - Social Studies
Linda Van Hart - Francis Scott Key - Art
Andy Wizda - South Carroll - Social Studies
Roger Steele - Francis Scott Key - Science

Administrators and Supervisors:

Earl Hersh - Physical Education
Ted Jump - High School Sub-Committee
Sabra Kittner - Library and Media Services
Robert Kersey - Director of Curriculum
Victor Makovitch - Middle School Sub-Committee Chairman
Virginia Murray - Elementary
Lillian Rodgers - English and Foreign Languages
Donald Vetter - Social Studies

*Sub-Committee Chairperson

NOTES TO THE USER

The Bicentennial Source Books are designed to generate ideas for integrating the Bicentennial Celebration into the various disciplines, classroom activities, and/or school wide events. At the elementary level, Levels I and II, activities cover a variety of subjects and are of many types. They are to be integrated into the varied units of study throughout the school year. The Source Books for Level III and IV, i.e. middle and high school, are organized according to the disciplines into which they may appropriately be integrated. However, many activities are suitable for more than one discipline. In the event of crossing over, it is recommended that teachers and departments communicate so that duplications are avoided.

In planning activities, a balance among Heritage Horizons, and Festivals should be a goal. The local Bicentennial Committees should constantly review the over-all picture within their school. The County Committee will do likewise on the county level.

RECOMMENDATION PROCEDURES

1. The School Bicentennial Committee should review the appropriate level(s) Source Book(s) for their school,
2. Make decisions on some school-wide events,
3. Meet with teachers and ask them to make a tentative commitment to a particular discipline or to classroom activities,
4. Request from the school administration some funds from the present budget for Bicentennial preparation activity,
5. Be certain that the building principal budgets for funds to carry out Bicentennial activities of a sufficient variety and depth. The amount budgeted will depend on the activities and events decided upon.

PRE-ARRANGED COUNTY-WIDE EVENTS

1. Five museum visits - Baltimore

The National Endowment for the Arts has awarded a grant to five Baltimore museums for the purpose of organizing an interrelated Bicentennial program featuring Maryland's most historical artifacts. The following program has been arranged:

Walter's Art Gallery - Art in Europe 1750-1800

Baltimore Museum of Art - Art in America 1750-1800

Maryland Historical Society - Art in Maryland 1750-1800

Peale Museum - Baltimore's Revolutionary Generation

Maryland Academy of Science - Explorers of Time and Space in Maryland 1776-1976

2. Traveling Art Exhibit - Smithsonian Institution

An exhibit entitled The Black Presence in the Era of the American Revolution 1770-1800 has been scheduled in Carroll County for September 27 to December 14, 1975. The exhibit will be circulated among several county locations.

The Smithsonian offers the following description:

> The celebration of a Revolution, especially one that promised liberty and justice for all, may provide an opportune moment for a fresh view of one feature of the event that for two centuries has been absent from the official rhetoric of the Fourth of July. It is the aim of this exhibition to restore to the national memory an historic fact that has been long suppressed or forgotten--the living presence of black men and women during the thirty years that stretched from the martyrdom of Crispus Attucks in the Boston Massacre of 1770 to the conspiracy of Gabriel Prosser in Virginia at the turn of the century. This photopanel version of the exhibition originally organized by the National Portrait Gallery of the Smithsonian Institution consists of many portraits - taken from manuscripts and written accounts as well as from drawings and paintings - of a representative number of black Americans. Approximately 45 panels.

CALENDAR OF BICENTENNIAL EVENTS

The office of Curriculum Development will take the leadership in coordinating a calendar of Bicentennial Events for the Carroll County Public Schools. Within each source book there is a sample form designed to help feed data into the curricular office. Schools are requested to manufacture a sufficient number for their use of the enclosed as a model.

Bicentennial Calendar Information
submit to curriculum office

School: _____

Activity planned: (brief description)

Date of activity: _____ Grade Level: _____

Discipline: _____ Interdisciplinary: _____ School-wide: _____

Circle: Heritage - Horizons - Festival

(opt.) Teacher(s) in charge : _____

SOURCES OF INFORMATION

Listed below are some key general sources of Bicentennial information.

Additional more specific sources are mentioned in the various source books.

Carroll County Bicentennial Commission
259 Smith Avenue
Westminster, Maryland 848-3963
Mr. Frank Goodfellow, Chairman

Maryland Bicentennial Commission
2525 Riva Road
Annapolis, Maryland 21240
(Maryland Continental Newsletter)

Peoples Bicentennial Commission
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

ARBA (American Revolution Bicentennial Revolution)
736 Jackson Place, N.W.
Washington, D.C. 20276
(Bicentennial Times)

THEME: Festival U.S.A.

SUBJECT AREA: All

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Bicentennial Festival Days

TYPE OF ACTIVITY: Art Exhibits, Athletics, Concerts, Drama, Demonstrations, Films, Guest Speakers, Artifacts, Bulletin Boards, Pictures, Posters, Committee Work, Learning Centers, Simulations, Surveys

OBJECTIVES: Students in each high school will create, organize and perform a Bicentennial Program for the other high schools in which one medium is highlighted and others involved, during Festival Days in April 1976.

BACKGROUND INFORMATION:

The national purpose of Festival 1976 is to celebrate people: their ingeniousness, interaction, and expression. Bicentennial Festival Days will give students a chance to participate on a high school and county level.

Either "Heritage" or "Horizons", or a combination or contrast of both, could be the focus for the activities of Festival Day.

MATERIALS AND RESOURCES:

Adequate funds must be planned, requested and provided to make this program possible.

You should refer to the bibliography for program ideas.

PROCEDURE:

1. The actual Festival Days will encompass the two weeks before Easter Vacation in April 1976. Time spent in developing the Festival to be shared and the home school Festival Day will depend on the individual planning committees.

2. Planning should begin during the 1974-75 school year.

   a. The Bicentennial school representative should call a committee meeting of all administrative, faculty and student representatives to discuss the best way their school can participate in and utilize Festival Days.

      1) A sub-committee should be established to organize the designated activity. The Office of Curriculum will coordinate the media to be featured by each school to avoid duplication.

PROCEDURE: (cont'd)

2) Departmental or interdepartmental sub-committees should be established to plan the additional functions for the home school Festival Day.

a) Suggested functions for the day are:
Choral and Instrumental Music Performances
Drama and/or Mime Performances
Dance Performance
Reading of Winning Essay (see Essay Contest Activity Sheet)
Arts and Crafts Exhibit with Demonstrations
Poster and Photography Exhibit (see Contest Activity Sheets in these fields)
Fashion Show
Food Sampling
Traditional Sports and Games
Classroom Simulations
Decorations
School-wide Colonial Costume Day
Guest Speakers
Films

b) Suggested Functions for the evening are:
School Dance in Costume
Colonial Carnival
Evening Presentation of Festival Day Program
Public Dinner

3) A sub-committee should be established to aid the administration in developing a procedure for the Festival Day that will enable students to participate.

b. The school coordinators will meet before Thanksgiving, 1974 to compare notes, amend, suggest, and report back to school committees.

c. The sub-committees will report plans, list supplies and materials needed with ordering information.

d. The school coordinators will finalize budget plans and submit orders on the December 1974 budget.

e. Planning will continue on school and county level throughout the year.

f. Plans will be finalized by the workshop during the summer of 1975.

3. Planning should evolve into the finished product during the 1975-76 school year.

a. School coordinators will meet with their committees to discuss the outcome of the summer workshop.

PROCEDURE: (cont'd)

b. Supplies will be distributed to sub-committees.

c. Sub-committees will work independently except for monthly meetings to discuss problems and progress.

d. The designated school activity will be ready by _____, 1976.

e. Festival Day activities will be ready by _____, 1976.

1) Dress rehearsal for performing groups will be _____.

2) Learning stations and exhibits will be set up by _____.

f. Festival Day will be celebrated in each high school on _____.

VARIATIONS OR MODIFICATIONS:

Schools could invite feeder Middle Schools and/or Elementary Schools to attend or possibly to participate in the Festival Day.

THEME: Festival U.S.A.

SUBJECT AREA: All

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Carroll County Public School Craft Contest

TYPE OF ACTIVITY: Individual Project (Contest)

OBJECTIVE: The student will create a craft project which stems from our Colonial Heritage.

The contestant will be ready to explain, demonstrate or teach his craft to other students.

The student may identify his craft as field to pursue, as a career, or as a hobby.

BACKGROUND INFORMATION:

Crafts, although old, open many avenues for careers or hobbies to each generation. Some of the crafts listed for this contest are included in the curriculum of various disciplines. Many other crafts could be incorporated.

It is believed that this contest will serve to expand the curriculum, be personally beneficial to the student and enable him to participate in the Bicentennial Celebration.

MATERIALS AND RESOURCES:

1. Use resource people to demonstrate and/or teach crafts.
2. Organize field trips to learn about crafts.
3. Obtain adequate equipment to teach crafts. In many crafts, students must provide their own equipment.
4. Secure funds to offer cash awards and ribbons for prize winners, approximately $300 per year.

Number of Awards		Amount
10	First Prize	$15.00
10	Second Prize	$10.00
10	Third Prize	$ 5.00

Selected Honorable Mention Ribbons

PROCEDURE: Projects should be started and completed within a six month time period.

1. All contestants must be in grades 9-12 in the Carroll County Public School System.

2. Each student will be limited to three entries in any one craft or in any combination of crafts.

3. Projects may be started after March 1, 1976.

4. Only projects listed in the following categories may be entered:

   a. Needlecraft

      Crewel embroidery
      Needlepoint
      Patchwork
      Applique
      Tarpunto
      Knitting
      Quilting
      Braided Rugs
      Crocheting
      Tatting

   b. Woodworking

      Furniture
      Toys
      Musical instruments
      Wood carving
      Tools

   c. Metalcraft

      Tin
      Silver
      Pewter
      Copper
      Iron
      Tool making
      Gunsmithing
      Hand cut nails
      Aluminum
      Bronze
      Brass

PROCEDURE: (cont'd)

d. Paper Crafts

Bookbinding
Paper mache
DeCoupage
Quilling
Silhouette cutting

e. Weaving

Loom work
Macrame
Rope making
Basket weaving

f. Painting

Portrait
Tin
Wood
Cloth

g. Pen and Ink Crafts

Map making
Pen making
Ink making
Hand printing
Fractur writing

h. Agriculture

Herb garden
Vegetable garden
Flower garden
Dyes (made from plants)
Dried flower arrangements

i. Ceramics

Pottery
Jewelry

j. Miscellaneous Colonial Crafts

Leatherwork
Button making
Wig making
Glass blowing
Cooperage
Scrim Shaw

PROCEDURE: (cont'd)

5. An assigned document of authenticity must accompany entry:

1976 Carroll County Public School Craft Contest

It is affirmed that the craft project(s) of

NAME _____
(please print)

meets all contest specifications.

Signed: Student _____

Parent or Guardian _____

Teacher or Administrator _____

Total number of projects included _____

6. Projects will be judges on or about April 1, 1975 by a panel of judges including:

   a. County extension agent (in agriculture)

   b. County extension agent (in home economics)

   c. Industrial Arts teacher

   d. Local citizen who is a craft expert

The decision of the judges is final.

PROCEDURE: (cont'd)

7. All entries will be returned.

8. Selected crafts, honorable mentions, and prize winners will be exhibited at Festival Days, Carroll County Public Schools Gallery, Carroll County Celebeates, and in each local Community. Results of the contest will be publicized in newspapers.

9. All entries will be submitted to and registered with the chairperson of Applied Arts in each high school or another designated chairperson. Each school transports entries to a designated center for judging and exhibition.

THEME: Heritage

SUBJECT AREA: All

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Annapolis

TYPE OF ACTIVITY: Fieldtrip

OBJECTIVE: Students will visit one of the oldest cities in the United States in order to view the many and varied buildings of the Revolutionary War period.

Students will discover the important role played by Annapolis in the struggle for independence.

BACKGROUND INFORMATION:

The capital of Maryland was moved from St. Mary's City to Annapolis in 1694. The city is named for Princess Anne who became the Queen of England. It received a charter 1708. Annapolis is known for its many colonial structures which exemplify the life and architecture of the pre-Revolutionary period. The only 18th Century waterfront is found in Annapolis. The historic sector of Annapolis is a Registered National Historic Landmark. Walking tours begin in the Old Treasury Building on State Circle. Advance arrangements for these tours are necessary during the school year.

MATERIALS AND RESOURCES:

1. Secure funds for transportation and costs of admission.

2. Obtain brochures and travel books for background information.

PROCEDURE: (suggested time allotment approximately 8 hours)

1. The following places should be included in the field trip:

   Old Treasury Building
   St. Anne's Church
   State House
   St. John's College
   Hammond Harwood House (admission 75¢)
   U. S. Naval Academy (admission $1.00)

PROCEDURE: (cont'd)

2. Pre-planning for each subject area is essential so that every student will relate this trip to various disciplines.

3. Teachers responsible for trip should:

   a. Make arrangements for the trip in order to have a guide for a walking tour of Annapolis.

   b. Take the trip in advance.

   c. Prepare a student handout raising questions to be investigated and listing student responsibilities on the trip.

   d. Follow the usual procedure for the planning of field trips.

4. A follow-up discussion should be held in subject area classes the day after the trip.

5. Teachers should evaluate this trip and file a report in the office.

THEME: Heritage

SUBJECT AREA: All

NAME OF ACTIVITY: Colonial Valley, near York, Pennsylvania and the Historical Society of York County

TYPE OF ACTIVITY: Field Trip

OBJECTIVE: Students will analyze how a water-powered mill operates as they learn about life in a town in the early 18th Century. Students will observe York as it was when it functioned as the capital of the colonies.

BACKGROUND INFORMATION:

Colonial Valley is located on Pennsylvania SR116 about 7 miles west of the junction with US 30. It's a small village that features a water powered grist mill which has been in operation since 1740. Also there is a blacksmith, ice house, hemp mill, country store, farm house and saw mill. It is open from 9 to 5 between May and November. The admission cost is $1.55.

The Historical Society of York County has an interesting Museum of 18th Century life and a reproduction of the original York village square. It is open Monday through Saturday from 9 to 5 with an admission fee of $1.50.

MATERIALS AND RESOURCES:

1. Secure funds for transportation and costs of admission.

2. Obtain background information from Colonial Valley and the museum.

PROCEDURE: (suggested time allotment approximately 7 hours)

1. Pre-planning for each subject area is essential so that students will relate this trip to various disciplines.

2. Teachers responsible for the trip should:

   a. Make arrangements for the trip with Colonial Valley. Call 717-225-4811.

   b. Make arrangements for trip with the Historical Society of York County. Call 717-848-1587.

   c. Take the trip in advance.

   d. Prepare a student hand out raising questions to be investigated and listing student responsibilities on the trip.

PROCEDURE: (cont'd)

e. Follow the usual procedure for the planning of field trips.

3. The field trip day could be spent by students completing pre-assigned projects or enjoying the exhibits at a leisurely pace.

4. A follow-up discussion should be held in subject area classes the day after the trip.

5. Teachers should evaluate the trip and file a report in the school office.

THEME: Heritage

SUBJECT AREA: All

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Historical Homes of the Bicentennial Period

TYPE OF ACTIVITY: Field Trip

OBJECTIVE: Students will travel to Baltimore to visit several historical homes. Students will compare colonial life with today's living. Students will distinguish characteristics of furniture styles represented in the homes.

BACKGROUND INFORMATION:

Monte Clare, home of Charles Carroll, barristic and Revolutionary patriot, was built in 1754. It is located at Carroll Park at Monroe Street and Washington Boulevard. It is now owned by Colonial Dames of America. Tours may be scheduled Tuesday thru Saturday between 11 a.m. and 4 p.m. There is a charge of $1.00 for high school students, but it is a very worthwhile tour. Call 301-837-3262 for further information.

Flag House the home of Mary Pickersgill, is located at 844 E. Pratt Street at Albermarle. She made the fifteen star flag which flew over Fort McHenry during the bombardment of 1814. The house is restored in the Revolutionary Period and a museum is on the grounds also. Students may enter free when accompanied by a teacher. Any parents accompanying group must pay. Open Tuesdays through Saturdays 10 a.m. to 4 p.m. Call 301-837-1793 for information.

Carroll Mansion, the last home of Charles Carroll, the signer of the Declaration of Independence, is located within walking distance of the Flag House. Even though this home was built later than the Revolutionary War period, it is important because it is Charles Carroll's Home. It is open Wednesday thru Friday between 10:30 a.m. and 4:30 p.m. and is free. Call 301-396-4980 for information.

MATERIALS AND RESOURCES:

Funds to cover transportation and entrance fees if available.

A field trip worksheet to prepare students for their visit and to assist in debriefing the trip.

PROCEDURE: (time - one day approximately 8:30-2:45)

1. Pre-planning for each subject area is essential so that every student will relate the homes to various disciplines.

PROCEDURE: (cont'd)

2. Teachers responsible for the trip should:

   a. Make arrangements with curator of each home.

   b. Take the actual trip in advance.

   c. Prepare a student handout including questions to be investigated and listing student responsibilities on the trip.

   d. Follow the usual procedures for the planning of field trips.

3. The field trip day could be spent by students completing pre-assigned projects or enjoying the exhibits at their own pace.

4. Follow-up discussions should be held in subject area classes the day after the trip.

VARIATIONS AND MODIFICATIONS:

1. Teachers should evaluate the trip and file and report in the school office.

2. The U. S. Frigate Constellation, launched in 1797 is the nations oldest warship. It is located at Pratt and Light Streets. It is open Monday thru Saturday 10:00 a.m. to 3:45 p.m., admission $1.00.

3. Hampton National Historical Site, 535 Hampton Lane, Towson is the lovely Georgian home begun in 1783 by Charles Ridgely. A formal 19th Century garden is included. It is open Tuesday thru Saturday from 11:00 a.m. to 5:00 p.m. with a 50¢ admission fee. Call 301-823-7054.

4. The Weaver's Guild of Baltimore will work on looms at The Flag House. If the trip is planned well in advance, arrangements can be made to have a representative there to demonstrate weaving.

THEME: Heritage

SUBJECT AREA: All

NAME OF ACTIVITY: Monticello and Ash Lawn

TYPE OF ACTIVITY: Field Trip

OBJECTIVE: The student will travel to historic Charlottesville, Virginia to visit points of interest of Colonial America. The student will compare architectural structures to present day. The student will observe many technological innovations of Thomas Jefferson. The student will compare life on a plantation, Monticello, with life in a simpler country home, Ash Lawn.

BACKGROUND INFORMATION:

Charlottesville, Virginia is in the foothills of the Blue Ridge Mountains and was the Home of Thomas Jefferson and James Monroe. Born near Charlottesville were Meriwether Lewis and William Clark whom President Jefferson sent to explore the Louisiana Purchase.

Monticello, a large estate, was designed by Jefferson and begun in 1769. The furnishings are original. Jefferson was a very clever architect and many innovations are found here. The admission fee is $2.00 but it is very worthwhile. The home is open daily from March 1 to October 31 from 8 to 5; November 1 to February 28 9 to 4:30.

Ash Lawn was also designed by Thomas Jefferson for his friend, the fifth President of the United States, James Monroe. The home is a modest country home and has many of Monroe's belongings. The fee is $1.00 but well worth the money and time. It is open daily from 7 a.m. to 7 p.m.

MATERIALS AND RESOURCES:

1. Secure funds for transportation and costs of admission.
2. Obtain brochures and travel books for information.

PROCEDURE: (time approximately 12 hours)

1. Pre-planning for each subject area is essential so that every student will relate the homes to various disciplines.
2. Teachers responsible for the trip should:

   a. Make arrangements with Curator of each home.

PROCEDURE: (cont'd)

b. Take the trip in advance.

c. Prepare a student hand out raising questions to be investigated and listing student responsibilities on the trip.

d. Follow the usual procedure for the planning of field trips.

3. The field trip day could be spent by students completing pre-assigned projects or enjoying the exhibits at their own pace.

4. Follow-up discussions should be in subject area classes the day after the trip.

5. Teachers should evaluate the trip and file a report in the school office.

THEME: Heritage

SUBJECT AREA: All

GRADE LEVEL: 9-10

NAME OF ACTIVITY: Philadelphia

TYPE OF ACTIVITY: Field Trip

OBJECTIVE: Students will visit the birthplace of our nation and enter the buildings and rooms where the Founding Fathers worked to produce the Declaration of Independence, the Articles of Confederation and the Constitution.

Students will observe and learn to recognize different styles of colonial architecture.

BACKGROUND INFORMATION:

The importance of Philadelphia in the history of the American Revolution and the founding of our nation is obvious. Buildings in Independence Square closely associated with the Revolution and the creation of the United States. Excellent government guides conduct school groups through Independence Hall. Private organizations provide guide service at other places, such as Christ Church and the Betsy Ross House. The attractive mall in front of Independence Hall provides an attractive area for picnic lunches to be enjoyed. The most important landmarks are within walking distance of this center.

MATERIALS AND RESOURCES:

1. Secure funds for travel.

2. Obtain brochures and travel books for information. (America's History-lands, National Geographic Society. Chicago: R. R. Donnelly and Sons Co., 1962, for example)

PROCEDURE:

1. Pre-planning for the trip should be done in each subject area so that students will be prepared for this experience.

2. Teachers responsible for the trip should:

   a. Write to Independence National Historic Park, Independence Hall, Philadelphia, Pennsylvania to ask if reservations for school tour groups will be accepted.

PROCEDURE: (cont'd)

b. The plan for the trip should include visiting the following:

1) Independence Hall, 6th and Chestnut Streets, open daily 9:00 a.m. to 5:00 p.m., free.

2) Carpenter's Hall, 320 Chestnut Street, open daily 10:00 a.m. to 4:00 p.m.

3) Christ Church, on 2nd between Market and Arch Streets, open daily 9:00 a.m. to 5:00 p.m.

4) Betsy Ross House, 239 Arch Street, open daily 9:30 a.m. to 5:15 p.m., free.

c. Optional places to visit in near vicinity:

1) The U. S. Mint on Independence Square.

2) Elfreth's Alley, north of Arch Street between Front and 2nd Streets, one of many narrow streets lined with quaint restored houses.

3) Powel House, 244 S. 3rd Street, one of the most beautiful and historic of Revolutionary mansions. Open June through Labor Day, Tuesday thru Saturday, 10:00 a.m. to 5:00 p.m., tours $1.00 adults, 50¢ for students.

4) Pemberton House, Chestnut Street between 3rd and 4th, houses the Army-Navy Museum. Open daily 9:00 a.m. to 5:00 p.m., free.

5) New Hall, 4th and Chestnut Streets, features the history of the Marine Corps, open daily 9:00 a.m. to 5:00 p.m.

d. Take the trip in advance.

e. Prepare a student hand-out raising questions to be investigated and listing student responsibilities on trip.

f. Follow the usual procedure for the planning of field trips.

3. The field trip day could be spent by completing pre-assigned projects or by enjoying the places visited at a leisurely pace.

4. Follow-up discussions should take place the day after the trip.

VARIATIONS AND MODIFICATIONS:

Valley Forge could be included in a trip to Philadelphia but fewer places could be visited in the city if time were used for this stop en route.

THEME: Heritage

SUBJECT AREA: All

NAME OF ACTIVITY: Williamsburg, Virginia

TYPE OF ACTIVITY: Field Trip

OBJECTIVE: Students will learn of life in Colonial America by participating in the following:

Observe many crafts of Colonial America.

Visit government buildings of the Virginia colony.

Observe styles of gardening in the colonies.

Distinguish the different furniture styles.

Distinguish the different types of architecture.

Observe the fashions of the colonial days.

BACKGROUND INFORMATION:

Williamsburg, originally called "Middle Plantation", was an outpost of Jamestown in 1633. Because of its strategic location, it soon became the center of colonial life, both socially and culturally. After the town became the Capital of the Colony it was named Williamsburg for King William III.

"That the future may learn from the past" is the theme of Colonial Williamsburg. Extensive research was made possible by virtue of the generosity of the late John D. Rockefeller, Jr.

The Governors Palace, which dates from the early 18th Century, was called "the most handsome private dwelling in the colonies". It is not included in the general admission ticket but costs an additional $2.00.

The general admission ticket of $5.00 is required for admittance to more than thirty colonial homes, public buildings and craft shops. The following shops are included: Bootmaker, Harnessmaker, Cabinetmaker, Baker, Milliner, Silversmith, Clockmaker, Cooper, Bookbinder, Weaver, Printer, and Musical Instrumentmaker.

The Information Center is open from 8:30 a.m. to 10.00 p.m. The general admission ticket is available here. All visitors are urged to see the

BACKGROUND INFORMATION: (cont'd)

exhibits and a free film which details the historic significance of Williamsburg and the story of the restoration before visiting the restored area.

The Abbey Aldrich Rockefeller Folk Art Collection is outside of the restored area but should not be overlooked as it houses one of the finest folk art collections in America.

MATERIALS AND RESOURCES:

1. Secure funds for transportation and costs of admission.

2. Obtain brochures and travel books for information. (America's Historylands, National Geographic Society. Chicago: R. R. Donnelly and Sons Company, 1962, for example)

PROCEDURE: (time approximately 15 hours)

1. Pre-planning for each subject area is essential so that students will relate the trip to various disciplines.

2. Teachers responsible for the trip should:

   a. Make arrangements for the trip with Colonial Williamsburg. If you want meal reservations, write to: G. F. Wright, Director of Travel, The Colonial Williamsburg Foundation, P. O. Drawer C, Williamsburg, Virginia 23185.

   b. Take the trip in advance.

   c. Prepare a student hand-out raising questions to be investigated and listing student responsibilities on the trip.

   d. Follow the usual procedure for the planning of field trips.

3. The field trip day could be spent by students completing pre-assigned projects or enjoying the exhibits at a leisurely pace.

4. A follow-up discussion should take place in subject area classes the day after the trip.

VARIATIONS AND MODIFICATIONS:

1. Teachers should evaluate the trip and file a report in the school office.

2. This trip should be of value to the following disciplines: Agriculture, Art, Building trades, Social Studies.

THEME: Heritage

SUBJECT AREA: Art, Home Economics, Science, Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Trip to Baltimore to see "Baltimore Institutions in the Bicentennial

TYPE OF ACTIVITY: Field Trip (Museums)

OBJECTIVE: Students will travel to Baltimore to visit five museums presenting Bicentennial displays, to observe and enjoy exhibitions of Maryland's most outstanding historic treasures prepared professionally for public view.

Students will distinguish main characteristics of art styles in works between 1750 and 1800, and compare styles on city, state, national, and international level.

BACKGROUND INFORMATION:

The National Endowment for the Arts has awarded a $87,200 grant to the five cooperating institutions to make this program possible, giving it national recognition and status. The focus of each museum is as follows:

Walters Art Gallery - Art in Europe, 1750-1800

Baltimore Museum of Art - Art in America, 1750-1800

Maryland Historical Society - Art in Maryland, 1750-1800

Peale Museum - "Baltimore's Revolutionary Generation"

Maryland Academy of Sciences - "Zealous Explorers of Time and Space, Maryland Scientists, 1776-1976"

MATERIALS AND RESOURCES:

Advance copies of the combined catalogue for use in classrooms to prepare students to make best use of day. (Approx. $12.50)

Funds to cover transportation costs if available.

PROCEDURE: (time, one day, probably from 8:00 a.m. to 6:00 p.m.)

1. Pre-planning for subject areas should include the use of the combined catalogue to be issued by the five museums.

PROCEDURE: (cont'd)

2. Teachers responsible for the trip should:

   a. Make arrangements by contacting the Baltimore Museum of Art Education Department at 889-1735.

   b. Take the actual trip themselves in advance.

   c. Prepare student handouts raising questions to be investigated and listing student responsibilities on the trip.

   d. Follow the usual procedures for the planning of field trips.

3. The field trip day could be spent by students completing pre-assigned projects, or enjoying the exhibits at their own pace.

4. Follow-up discussion should be held in subject area classes the next day.

VARIATIONS AND MODIFICATIONS:

Visiting five museums in one day may be over-ambitious. Teachers could choose three or four out of the five institutions to visit, depending on subject area interest or age of students.

Teachers should evaluate trip. Written recommendations may be helpful to others.

THEME: Festival U.S.A.

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Carroll County Public Schools Photography Contest

TYPE OF ACTIVITY: Individual Project (Contest)

OBJECTIVE: The student will create photographic compositions on one or more Bicentennial themes and choose the best to enter the contest.

The student will compare, discuss and evaluate his photographs with other entries at the photographic exhibit.

The student may identify photography as the field he wishes to pursue as a career or hobby.

BACKGROUND INFORMATION:

Photography is a young and valuable art form which affords many careers and hobbies. It is beginning to find a place in our curriculum but that place must be greatly expanded to meet the needs of those who desire training and knowledge. It is hoped that this contest can influence such expansion and give recognition to those interested and talented in this field.

MATERIALS AND RESOURCES:

Adequate darkroom and equipment in each high school.
Adequate staff to teach photography as an art/science course.
Access to local papers and radio stations for publicity before and after judging the contest.
Funding to offer awards and ribbons for prize winners, approximately $300 per year, as follows:

Number		Amount
1	Grand Prize	$25.00
9	First Prize	$15.00
9	Second Prize	$10.00
9	Third Prize	$ 5.00

Selected Honorable Mention Ribbons

PROCEDURE:

1. All contestants must be in Grades 9-12 in the Carroll County Public School System.

PROCEDURE: (cont'd)

2. Each student will be limited to ten entries.

3. Color or black and white prints developed to a size ranging from 3" x 5" to 11" x 14" will be accepted.

4. All photos must be mounted on 12" x 16" mat board and contain a label on the back which includes:

   Category:
   Title:
   Name:
   Address:
   Phone:
   School:
   Grade:

5. Color or black or white slides may be submitted in slide form without mounting but should include a label as indicated above.

6. Photographs must have been taken after March 1, 1974, must be postmarked by February 28, 1975, and must be received no later than March 7, 1975.

7. Entries must reflect a facet of one of the following three Bicentennial themes:

   Heritage '76

   Making this country worthy of the aspirations of our founders

   Continuing the American Revolution as a process of change and improvement in American life

   Preserving tangible evidence of our past

   Conserving our natural heritage

   Festival USA

   Celebrating the similarities and differences of the American people

   Showing customs central to American experience

   Revealing American creativity and craftsmanship

   Sharing America with each other, family, friends, strangers

PROCEDURE: (cont'd)

Horizons '76

Improving the quality of American life

Focusing on America's third century

Concentrating on citizenship and human values

Developing health, learning, communications, transportation

8. A signed document of authenticity must accompany the entry:

1976 Carroll County Public School Photography Contest

It is affirmed that the photograph(s) or slide(s) of

(Name) _____
(please print)

meets all contest specifications.

Signed: Student _____

Parent or Guardian _____

Teacher or Administrator _____

Total number of photographs and/or slides included __

9. Photographs will be judged on or about April 1, 1976 by a panel of judges including: a professional photographer _____, a college art professor _____, an interested and unbiased community person _____.

The decision of the judges is final.

10. Entries accompanied by a self-addressed stamped envelope will be returned after June 1, 1976.

PROCEDURE: (cont'd)

11. First, second, and third prizes will be awarded in each category for color and black and white pictures and for slides, making nine winners in all. From these nine a grand prize winner will be chosen. Honorable mentions will be awarded.

12. A grand prize of _____ will be awarded.

    A first prize of _____ will be awarded in each category and media.

    A second prize of _____ will be awarded in each category and media.

    A third prize of _____ will be awarded in each category and media.

    Honorable mentions will be awarded a ribbon.

13. Selected photographs, honorable mentions, prize winners, and grand prize winners will be exhibited at Festival Days, Carroll County Art Exhibit, Carroll County Celebrates, a special show at the Carroll County Public School's Gallery, a special show at Western Maryland College Gallery, and will serve as possible entries for the Bodine Contest and the Young Artist Talent Search. Results of the contest will be published in newspapers.

14. Mail entries to: The Supervisor of Art and Music
    Carroll County Public Schools
    Box 500
    Westminster, Maryland 21157

VARIATIONS AND MODIFICATIONS:

If funding is not available from Carroll County Public Schools, other sources may be: Carroll County Arts Council, Carroll County Council of PTSA, Service Clubs, private firms, individuals.

THEME: Horizons

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Architecture: Yesterday, Today, and Tomorrow

TYPE OF ACTIVITY: Research, Simulation, Diagram

OBJECTIVE: Students will compare main characteristics of colonial homes and their method of construction with homes today and project what the trend if for future shelter.

Students will choose 1) to simulate a colonial design, 2) to simulate a current design, 3) to create a futuristic design in blueprint form using standard architectural symbols in the scale drawing.

BACKGROUND INFORMATION:

Shelter from the elements is a basic necessity to survival. Complexity of society has put strange demands on the development of shelter. Period of Architecture reflects the life styles of the people and shows through duplication what was "acceptable" as a house.

Throughout the history of architecture there have been some farsighted artists who developed a structure to suit the land, used cost concrete, or chemicals to shape the physical reality to their dream, created a shelter for less than $5,000.

MATERIALS AND RESOURCES:

Tunis, Edwin, Colonial Craftsmen. Cleveland and New York: The World Publishing Co., 1965.

Sloane, Eric, A Museum of Early American Tools. New York: Balantine Books, 1964.

Forman, H. Chandler, Maryland Architecture. Tidewater #600.

Kern, Ken, The Owner Built Home. Specialty Printing Co. Yellow Springs, Ohio: 1961. (excellent instruction for every activity involved in building)

Ulritch, Fantastic Architecture.

Price, Irving, Buying Country Property. New York: Harper and Row, 1972.

Early American Life, 1970 Yearbook, Gettysburg, Penna. 17325.

MATERIALS AND RESOURCES: (cont'd)

BOAC Basic Building Code, Chicago: Building Officials and Code Administrations International, Inc., copyrighted by year.

Dome Book I and II, Pacific Domes, Box 219, Bolinas, California 94924 1971.

Zuk, William, Concepts of Structure, 1963.

"Soleri House", Architectural Form Magazine, February 1961.

Individuals:

LeCorbusier
Frank Lloyd Wright
Buckminster Fuller
Soarinen (Dullas Airport)
Keisler (The Endless House)
Leonardo Ricci
Paolo Soleri (Earth House)

Group:

The Bauhaus

Equipment:

Templates, rulers, T-square, graph paper, drawing board

PROCEDURE: (time, 20 class periods)

1. Students will research architecture through media center, films, field trips.

2. Students will compare and contrast main characteristics of period architecture: 1) Architecture is shelter, 2) What is really necessary to survival? to life style?, 3) How far has ornamentation distorted a functional home?, 4) Should ornamentation excede function as the prime intent of an architectural design?

3. Students will choose the focus for their blueprint project: 1) past, present, future, 2) function vs. ornamentation.

4. Students will create their design to scale in blueprint form using standard architectural symbols where applicable.

5. Designs could be displayed in the school or at a county exhibit.

VARIATIONS AND MODIFICATIONS:

1. Steps 1 and 2 could be used as the basis for a Social Studies unit on lifestyle with the addition of a few resources:

   "This Modern Family Survived a Week as Pilgrims", Early American Life 1970 Yearbook.

   Angier, Bradford, One Acre and Security; How to Live Off The Earth Without Ruining It, Vintage Books, New York 1972.

   Alternative Lifestyles I and II #32-C107, Westinghouse FS/Cas $99.50.

2. A combined study including art and drafting was successfully used at Key.

3. Home Economics could use procedural steps one and two with the references listed under Step 1 Variations and Modifications on a unit about families use of housing.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Sgraffito

TYPE OF ACTIVITY: Simulation

OBJECTIVE: Students will create a useful ceramic container using hand built or wheel techniques and glaze it in the classical sgraffito style.

BACKGROUND INFORMATION:

Sgraffito uses natural slip glazes to change or add color to greenware. The slip glaze is then etched to form pleasing line designs by revealing the natural clay color through the glaze. Pennsylvania Dutch craftsmen are famous for their bird and flower sgraffito designs.

MATERIALS AND RESOURCES:

Red pottery clay
White pottery clay
Ceramic kiln
Glaze

Oct. '73, Early American Life, Early American Society, Gettysburg, Pa.

Horning, Clarence P., Treasury of American Design. New York: Harry N. Abrams, Inc. (excellent history resource)

Sanders, Herbert H., How to Make Pottery and Ceramic Sculpture. Menlo Park, California: Ninth Printing 1971. (clear directions readable by students)

Guilland, Harold F., Early American Folk Pottery, Chilten $12.50.

PROCEDURE:

1. The sgraffito process should take one or two periods in the course of a ceramics unit, whole process 1-3 weeks.

2. Conduct a normal ceramic pottery unit to the leatherhard greenware stage.

3. Introduce sgraffito as one method of glazing that could give an antique look to pottery. Show examples, photographs of work.

PROCEDURE: (cont'd)

4. Demonstrate the process:

   a. Make the slip thick cream consistency.

   b. Apply to a moistened surface using smooth wide strokes (usually only coating the inside).

   c. Allow to dry then recoat. Dry.

   d. If a historic design is to be copied, it should be drawn over the glaze lightly in pencil. If a free hand design is to be used etching may begin right away.

   e. Etching should be executed so that the two layers of slip glaze are penetrated revealing the natural clay color. A different effect will occur if the pressure is increased enough to scar the clay surface through the glaze.

   f. A fine brush should be used to remove any glaze or clay crumbs.

   g. A clear glaze should cover the slip glaze and the design but not the natural clay surface of the object's bottom.

      1) object could be fired after slip glaze and sgraffito, then clear glazed and refired.

      2) object could be fired complete.

5. If a student is dissatisfied with the results of sgraffito, the surface of the container could be carefully washed to remove the slip and then redone. Caution must be taken not to "melt" the container since in its greenware stage it will return to a moist lump if too much water is used.

VARIATIONS AND MODIFICATIONS:

1. a. Make pattern of the design to size.

   b. An aluminum pie pan may be used for a mold. Cover it completely with dry, then wet strips of newspaper to make a smooth surface, while it is upside down.

   c. Roll out red clay, 1/4" to 3/8" thick, as if it were pie crust.

   d. Place clay over mold, pat down until it fits completely, trim edges.

VARIATIONS AND MODIFICATIONS: (cont'd)

e. Roll a small snake of clay to make the rim on the bottom. Attach it with slip and wrok it in completely.

f. Allow to dry until it will hold its shape. It should still be slightly moist. Remove from mold, turn right side up.

2. a. For slip decoration, make a thin, watery white clay. Place in any plastic bottle with a nozzle tip.

b. Trace design on plate by putting pattern on plate, and drawing the lines firmly.

c. Remove pattern, go over lines with the slip by squeezing bottle gently.

d. Allow to dry completely, usually one week.

e. Fire in the proper temperature for your clay.

f. Apply clear transparent glaze.

g. Fire the glaze, making sure there is no glaze on the bottom where the plate sits on the shelf.

3. a. For sgriffito decoration, repeat steps 1a - 1f.

b. Trace pattern onto plate.

c. Paint with a coat of white slip.

d. Allow slip to dry until it loses its shine. It should be from 15 to 30 minutes. With a very sharp pencil or a compass point, scratch through the slip wherever your traced pattern shows. Some areas may be completely scraped clear, others just drawn into the red clay, through the white clay.

e. Allow to dry, then clean up any crumbs that were left. Handle this very carefully as the raw clay is very fragile.

f. Fire to appropriate temperature.

g. Coat with clear glaze; fire again, after clearing all glaze from the bottom rim.

VARIATIONS:

1. The student may make his "hallmark" carved into a carrott end, or a small piece of plaster, or a small design fired in clay, and then

VARIATIONS: (cont'd)

impress it into the center of the bottom of the wet clay plate for identification. Examples may be found on your own silver and china or in most books of antique silver, pewter, or china.

2. Banks may be made by putting two "pinch pots" together and adding legs, head, ears, and cutting slot in back. Remember to put a hole in the bottom to be filled by a cork if you expect to use it!

3. Flat tiles to be used on the table may also be decorated with the slip or sgraffito method. This would be easier than plates for a full class, simply because kiln room is generally limited.

4. Candlesticks may be made of two pinch pots put together at their bases.

5. Hanging baskets may be made by the coil method, with holes in the top rim for attaching rope. This may be decorated in the Pennsylvania Dutch style. Some may be made without the holes, to be hung in a macrame cradle.

THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Poster Contest

TYPE OF ACTIVITY: Individual Project (Contest)

OBJECTIVE: The student will create an "emblem" including the tri-focus of Bicentennial activities that could be used on a school-wide basis to notify students of events in their school and other county schools.

The student will compare, discuss, and evaluate his entry with others at the poster exhibit.

BACKGROUND INFORMATION:

Many other groups have insignias or emblems adorning the advertisement of their Bicentennial Activities. A school Bicentennial emblem would distinguish visually school activities from the others.

MATERIALS AND RESOURCES:

Access to local papers and radio stations for publicity before and after judging.

Funding to offer bonds or scholarships and ribbons for prize winners; approximately $60 as follows:

First prize - $25.00
Second prize - $15.00
Third prize - $10.00
Honorable Mention - ribbon

Use of the school's Pony Express system.

PROCEDURE: (time allotment from September 1975 to February 28, 1976)

The procedure is encompassed in the following:

Contest Rules:

1. All contestants must be in grades 9-12 in the Carroll County Public School System.

2. Each student will be limited to one entry.

3. The student may use the colors red, white, and blue in a design 12" x 18" on poster board.

PROCEDURE: (cont'd)

4. All posters must contain a label on the back which includes:

   Name:
   Address:
   Phone:
   School:
   Grade:

5. Posters must be postmarked by February 28, 1975 and must be received no later than March 7, 1975.

6. Entries must reflect facets of the following three Bicentennial themes:

   Heritage '76

   Making this country worthy of the aspirations of our founders

   Continuing the American Revolution as a process of change and improvement in American life

   Preserving tangible evidence of our past

   Conserving our natural heritage

   Festival '76

   Celebrating the similarities and differences of the American people

   Showing customs central to American experience

   Revealing American creativity and craftsmanship

   Sharing America with each other, family, friends, strangers

   Horizons '76

   Improving the quality of American life

   Focusing on America's third century

   Concentrating on citizenship and human values

   Developing health, learning, communications, transportation

7. Posters will be judged by April 1, 1975 by a panel of judges including: 1) a commercial artist _____, 2) an unbiased art teacher _____, 3) an interested and unbiased community person _____.
   The decision of the judges is final.

PROCEDURE: (cont'd)

8. Entries will be returned by Pony Express after June 1, 1975.

9. First, second, and third prizes will be awarded as follows:

   A First prize of $_____ will be awarded.
   A Second prize of $_____ will be awarded.
   A Third prize of $_____ will be awarded.
   Honorable mentions will be awarded a ribbon.

10. Selected posters, honorable mentions, and prize winners will be exhibited in each school for one week:

    Francis Scott Key, April ___, 1975
    North Carroll, April ___, 1975
    South Carroll, April ___, 1975
    Westminster, May ___, 1975

    The first prize winner's design will be used as the cover for the Carroll County Public Schools Bicentennial Handbook. Results of the contest will be published in newspapers.

11. Mail entries to:

    The Supervisor of Art and Music
    Carroll County Public Schools
    Box 500
    Westminster, Maryland 21157

VARIATIONS AND MODIFICATIONS:

If funding is not available from Carroll County Public Schools, other sources may be: Carroll County Arts Council, Carroll County Council of PTSA, Service Clubs, Private Firms, Individuals.

Posters may be delivered by deadline rather than mailed.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: The Flowering of American Folk Art

TYPE OF ACTIVITY: Artifacts, Pictures, Field Trip

OBJECTIVE: Students will identify the main characteristics of American folk art and adopt the style to create an original work.

BACKGROUND INFORMATION:

American folk art tells the story of life in the 18th Century in a new country. The style is not a copy of European heritage, but an original style of decoration.

MATERIALS AND RESOURCES:

Zook, Jacob and Jane, How to Paint and Decorate Furniture and Tinware. Paradise, Penna: 1960.

Early American Life, "The Flowering of American Folk Art", February 1974.

Field trip to four Baltimore Museums

Wood, paint, brushes

PROCEDURE: (time - 10 class periods)

1. Students will compare examples of American Folk Art and identify the main characteristics.

2. Students will decide whether they will paint a piece of furniture, a portrait, or a scene.

3. Students will create a design to suit their purpose and render it in 18th Century style in oil or acrylics.

VARIATIONS AND MODIFICATIONS:

A study of American Folk Art should be included in any Social Studies course dealing with lifestyle since the scenes and people show customs, fashion, and homelife of the time.

THEME: Horizon

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Candle Making

TYPE OF ACTIVITY: Project

OBJECTIVE: Students will compare candle formulas and create one which they will use in dipped or molded methods of candle making.

MATERIALS AND RESOURCES:

Local boutiques

Tunis, Edwin, Colonial Craftsmen. Cleveland and New York: The World Publishing Company, 1965. (history during colonial period)

Carey, Mary, Step-by-Step Candlemaking, Western $4.95.

Collins, Paul, Introductory Candlemaking, Toplinger $6.95.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Reverse Painting

TYPE OF ACTIVITY: Picture, Artifacts

OBJECTIVE: Students will discover Reverse Painting and adopt the techniques of the style to a project of their design.

BACKGROUND INFORMATION:

Decorative reverse painting reached its peak in the 18th Century. It was used by clock and mirror makers, and as paintings for the more elegant homes.

MATERIALS AND RESOURCES:

Early American Life, August 1973, "The Gentle Art of Reverse Painting on Glass".

Tracing paper
Masking tape
Glass
Pen and india ink
Enamel or acrylics
Brushes

PROCEDURE:

1. Trace on tracing paper the design.
2. Secure tracing with masking tape to glass. Turn upside down.
3. Using a Rapidograph or india ink pen and india ink draw the design on glass.
4. Paint the design with quick drying enamel or acrylics.
5. When design is dry it is reversed and framed.

VARIATIONS AND MODIFICATIONS:

This activity is suitable for Middle School.

This activity could be used in conjunction with a clock making unit in woodshop.

THEME: Horizons

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Painting on Velvet

TYPE OF ACTIVITY: Pictures

OBJECTIVE: Students will discover the ancestor of current dime store paintings on velvet and attempt to duplicate the 18th Century style in a design of their creation or a copied one.

BACKGROUND INFORMATION:

Theorem painting is the ancestor of our modern paint by numbers. It offered the opportunity to create a decorative object without designing it oneself. Unlike modern commercial products the results were true folk art.

MATERIALS AND RESOURCES:

Early American Life, "The Art of Painting on Velvet", August 1973.

Stencil paper
White or beige cotton velveteen
Water colors
Stiff stencil brushes
Painters tray
X-actor knife
Heavy cardboard
Tracing paper
Masking tape

PROCEDURE:

1. Select the picture you are going to copy. A simple one is best for beginners.

2. Study your design and decide how many stencils you will need, remembering that for each individual stencil you should cut only the portions of the design that do not touch each other.

3. Trace your design for each stencil, making sure that you have included every part of the picture by the time you have cut the last stencil.

PROCEDURE: (cont'd)

4. Place your tracing on stencil paper and secure it firmly with masking tape. With a stylus or sharp-pointed pencil, go over the lines of the design once more. This will "imprint" the design on the stencil paper, and you will be able to follow the lines easily as you cut your stencil. Before you remove your tracing from the first stencil, mark guidelines for each succeeding stencil, so they will match perfectly when all stencils are cut.

5. Cut out stencil, using a "mat" or X-acto knife. Cut against a wooden surface or on a heavy cardboard surface. Follow the same procedure for each stencil.

6. Stretch your velvet smoothly over a board or heavy cardboard. Fasten with masking tape or thumb tacks.

7. Decide how you want your design to be placed on the velvet, and then mark guidelines with a soft pencil in the lower right hand corner of the velvet. Follow these guidelines carefully as you use each succeeding stencil. Tape stencil to velvet.

8. When your colors have been mixed, dampen your brush, wipe it almost dry, pick up a small amount of color. With a very light scrubbing motion, work the color into the nap of the velvet. The desired effect is soft, both in color and texture. Too much color will dry to a hard finish. Allow for shading by regulating the amount of color applied in various areas. For highlights, leave area unpainted. Rinse out each brush after use.

9. Repeat the same process for each stencil, until your picture is finished, allowing ample time for colors to dry thoroughly. Frame under glass.

VARIATIONS AND MODIFICATIONS:

This could be adapted for use in the Middle Schools.

THEME: Horizon

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Interior Design

TYPE OF ACTIVITY: Project

OBJECTIVES: Students will discover elements of interior design and their development through history creating a futuristic design based on projection from the historical trend.

MATERIALS AND RESOURCES:

Neyer, Frang Sales, Handbook of Ornamentation. New York: Dover Publication 1957. (3002 illustrations with background information)

Early American Life, Gettysburg: Early American Life Society, any issue.

VARIATIONS AND MODIFICATIONS:

Could be used in Home Economics

Could be used in Drafting

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: American Folk Toys

TYPE OF ACTIVITY: Making Folk Toys - Class or Individual Projects

OBJECTIVE: Student will learn how to construct various folk toys. Student will compare early toys with today's toys. Student will create folk toys from scraps.

BACKGROUND INFORMATION:

Toys for generations were handmade by parents and children from whatever scrap material was available. Industry has almost made this a lost art. Most folk toys can be made from scrap materials such as corn cobs, corn husks, wood and cloth.

The toys are inexpensive, ingenious, entertaining, and fun to make.

MATERIALS AND RESOURCES:

Schnake, Dick, American Folk Toys. New York: G. P. Putnam's Sons, 1973.

Dotson, Drena, Applehead Dolls. Anaheim, California: 1962.

Scrap wood and cloth
Corn cobs
Corn husks
Rubber bands
Apples
Glue
Clothespins
Honeysuckle vines
Seeds

PROCEDURE:

Since there are many toys made of various materials the first thing to do is decide on the media.

Research to find out the kinds of toys to be from a particular media.

Collect scraps.

Make the toy.

VARIATIONS AND MODIFICATIONS:

1. Folk toys would make an interesting project in Home Economics for girls in a Child Development class or as a project for Future Homemakers of America.

2. Folk toys would be an excellent project for Wood Shop.

3. Metal Shop could make use of this project with metal toys.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Locating and Refining Natural Clay

TYPE OF ACTIVITY: Project, Simulation

OBJECTIVE: Students will locate and refine natural clay using methods similar to those used in the 1700's.

BACKGROUND INFORMATION:

Carroll County has rich natural clay deposits. There are still a few outdoor kilns that were used to fire bricks. Clay was also used to form household items.

MATERIALS AND RESOURCES:

Linda Van Hart, Francis Scott Key High School.

Barbara Steele, Francis Scott Key High School.

PROCEDURE:

1. This activity will take about one week.
2. Locate areas near your school where there are known clay deposits. Quarrys and creek walls are excellent providers.
3. Inform students of these areas and show them samples of clay they are likely to find.
4. List implements needed to extract and preserve clay til it reaches the classroom: small shovel, bucket or tub with lid or burlap bag to cover clay and season it two-three months.
5. Either arrange a field trip to the location or assign the students to find and dig 25 lb. of clay on their own. Offer extra credit for extra clay to provide those unable to get any.
6. Refine the clay, being careful to keep the variety of colors separate.
   a. If clay is moist or semiliquid, press it through a small gauge screen. If water is added, the result will be a liquid "slip" which should be spread on a "clay board" or in shallow pans to dry til the clay is dough like.

PROCEDURE: (cont'd)

b. If clay is hard or dry, pound it to a powder. Sift it through a small gauge screen. Add enough water to "knead" the clay into dough like consistency.

7. Wedge the clay longer than commercial clay to remove air and increase elasticity.

8. Refined clay may be used to construct hand built pottery or sculpture. It may be used on the wheel. It may be cast in slip form.

9. Slip glazes may be made from natural clay by refining it to slip form and applying it to "greenware" as you would any low fire matte finished glaze.

VARIATIONS AND MODIFICATIONS:

This should be the first step in a clay construction project.

This activity could be used in elementary or middle school.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 6-12

NAME OF ACTIVITY: The Patchwork Quilt

TYPE OF ACTIVITY: Art Project

OBJECTIVE: To acquaint children with the patchwork quilt, an example of American folk art, that was developed in colonial times.

BACKGROUND INFORMATION:

For the early settlers needlework was necessary and practical. Cloth was scarce and patching was needed. The New England climate demanded warm clothing and bedding. Quilting developed as a way of producing warm covers for the bed. The scarcity of cloth led to the art of patchwork which became an important part of American needlework.

During the latter part of the 18th century the patchwork quilt developed. At first the pieces were sewn directly onto a fabric background, a tedious process. The practice of piecing together squares and joining them together to form the quilt top was found to be easier. The guilt top was then placed on a fabric backing with wool, cotton, or other warm materials between. The practice of stitching or quilting over the entire surface secured the layers together and kept the lining evenly distributed when in use.

Quilting became a social event for the colonial woman, who had little time for visiting. From seven to twelve women could finish quilting several quilts in a day. Frames were designed to hold the layers together while the stitching or quilting was done. The quilting party was usually held in a church vestry or grange hall. In the evening the men joined the women for a feast and fun.

The designs of the patchwork were geometrical and the quilting patterns were stenciled on with charcoal. The women prided themselves on the stitching as well as the artistic designs of the patchwork.

Since it was easier to seam two straight edges the geometric designs evolved along straight lines running laterally or diagonally or emanating radially from a central point. Thousands of designs with fanciful names were produced. One pattern might have different names in various regions or one name might be given to several different patterns. The practice of giving "friendship squares" to neighbors and friends resulted in quilts which included several designs.

BACKGROUND INFORMATION: (cont'd)

Some of the early patterns were called:

Bear's Paw
Hand of Friendship
Flying Geese
Birds in the Window
Rose of Sharon
Cats and Mice
Jacob's Ladder
Road to California
Young Man's Fancy
Jack-in-the-Pulpit
Hearts and Gizzards
Star Patterns (many different)
Duck Feet in the Mud
Hens and Chickens
Stepping Stones
Delectable Mountains
Flying Butchman
Turkey Tracks
Drunkard's Path
Robbing Peter to Pay Paul
Philadelphia Pavement
Chimney Swallows
Rolling Stones

MATERIALS AND RESOURCES:

Several patchwork quilts
Some quilt patches
Pictures of quilts
Pictures of quilting bees
Colored construction paper
Scissors, rulers, paste
White paper (16" sq.)
List of pattern names

PROCEDURE:

Display the quilts, patches, and pictures. Have the children examine them and then give their ideas as to:

1. What they are
2. What they are made of
3. How they were put together
4. Why they were needed
5. Why the pieces were so small
6. How long it took to make them
7. Etc.

Many children will be able to talk about the quilts they have at home or that they have seen quilting at grandmothers, etc.

Let the children construct a quilt square (patchwork) using the art materials. They may work in pairs, alone, or in small groups. They may copy a pattern or develop one of their own. Each pattern may be labeled or given a name. The size of the squares should be uniform (12" x 12"). The pieces can be pasted on the white paper. The finished designs may be mounted on the bulletin board in the form of a quilt.

VARIATIONS AND MODIFICATIONS:

1. Visit a quilting bee in a local church or _____ if it is possible.

2. Invite a member of the community to share their knowledge of quilting with the children.

3. Some children may wish to make a quilt square from scraps of material either at home or in their spare time at school.

4. Set up a learning center for creating designs or making quilt squares.

5. If enough squares are made the class might like to assemble a class quilt. Quilting might be possible.

6. Plan a math lesson in geometry that will correlate with the study of quilts.

THEME: Heritage

SUBJECT AREA: Art, Home Economics

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Weaving

TYPE OF ACTIVITY: Learning Station

OBJECTIVE: The student will be able to demonstrate one method of weaving.

BACKGROUND INFORMATION: Finger weaving goes back to neolithic times, and most hand methods of weaving were known to the colonists in America. Inkle weaving was so well known in England that Shakespeare mentioned it in one of his plays!

MATERIALS AND RESOURCES:

Any weavable material from various grasses to wool, paper, and synthetic fibers.

"Nanning's School of Natural Fibers and Dyes", Berlin, Pennsylvania.

Holland, Nina, Inkle Loom Weaving, New York. Watson-Guptill Publications, 1973. Shows how to make looms, thread them, and gives numerous patterns.

Tidball, Harriet D., The Inkle Weave, Virginia City, Montana. Shuttle Craft Guild, 1952. Give both beginning and advanced patterns.

Atwater, Mary Meigs, Byways in Hand Weaving, New York: The Macmillan Company, 1954. Card weaving, inkle weaving, braiding, knotting, belt weaves are all included.

White, Mary, How To Do Beadwork, New York: Dover Publications, 1972.

Navajo School of Indian Basketry, Indian Basket Weaving, New York: Dover, 1971.

PROCEDURE:

Since other methods of weaving are well documented, only finger weaving is diagrammed.

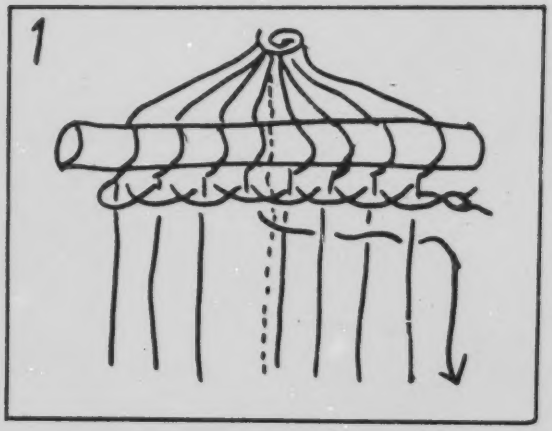
Please note that for clarity, only 8 lengths were used in the diagrams, whereas 62 lengths would be needed to make a 3" belt in wool.

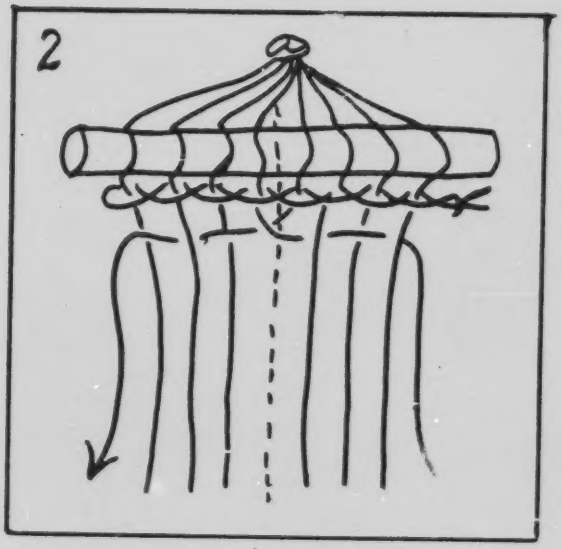
VARIATIONS AND MODIFICATIONS:

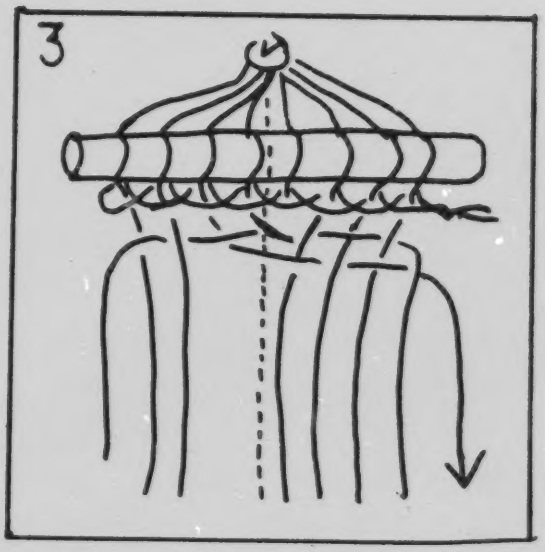
1. Some students may want to make a watch strap or a hair band.
2. Encourage different patterns. By changing direction in the diagonal pattern, a scalloped edge results.

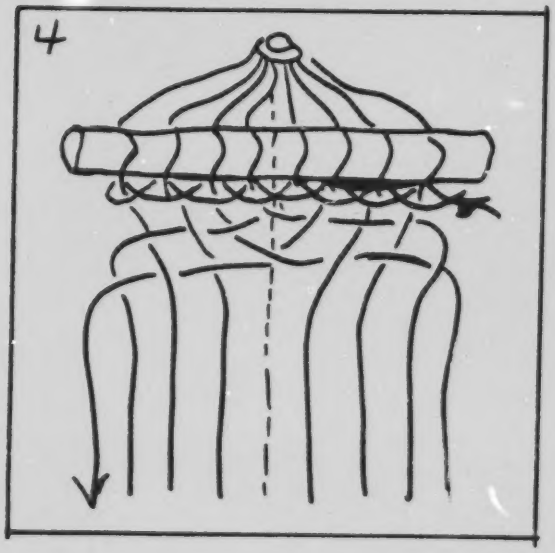
Finger Weaving

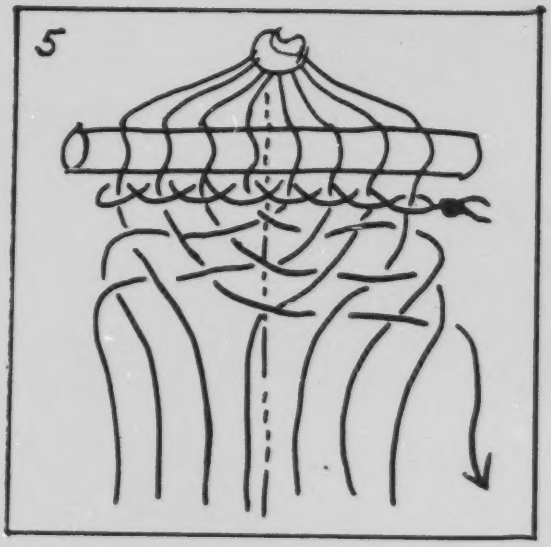
The Chevron Pattern



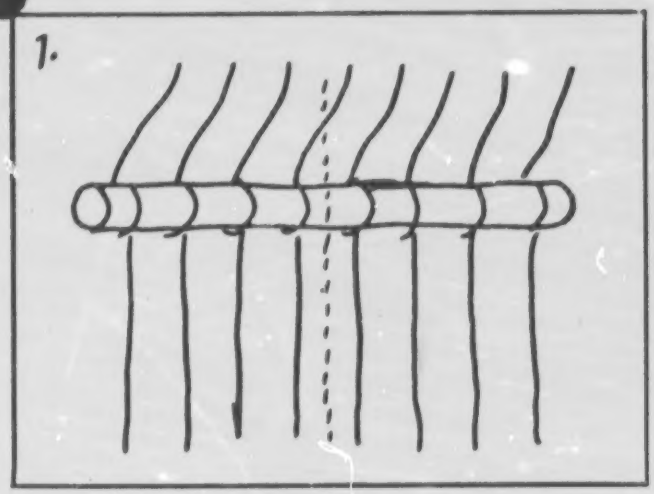


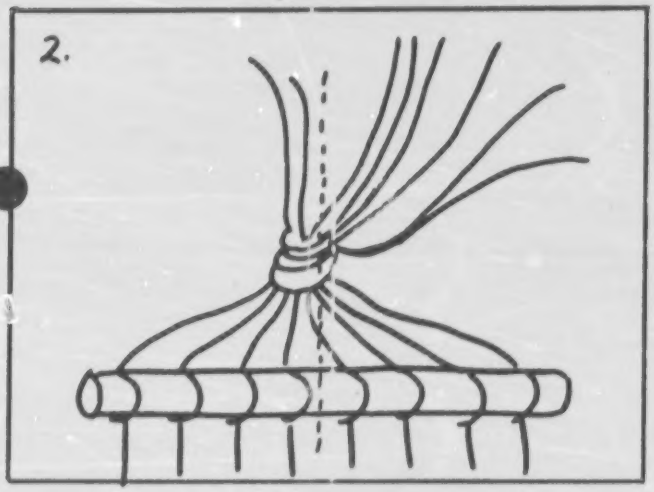


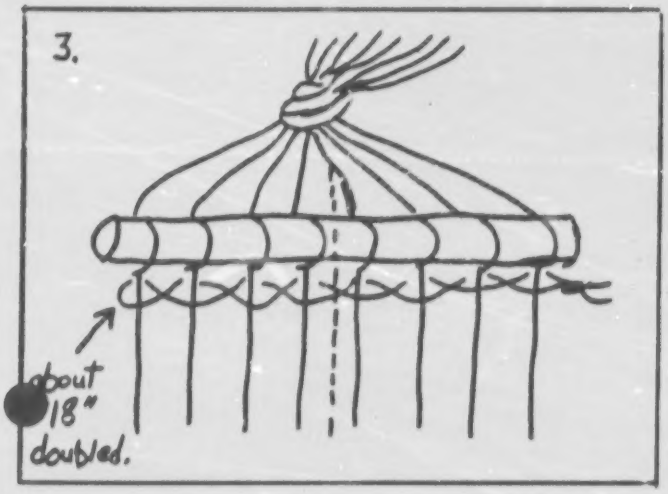




Finger Weaving







Length of yarn:

Waist measurement
+ length for tie
+ length of sash ends
Add, and double for weaving
Add final fringe lengths - each end

(62 lengths = app. 3" wide belt.

Figure 1. Length at top, to be fringe. Wrap each strand firmly around a stick.

Figure 2. Tie the fringe end in a knot, and fasten this knot to a secure weight.

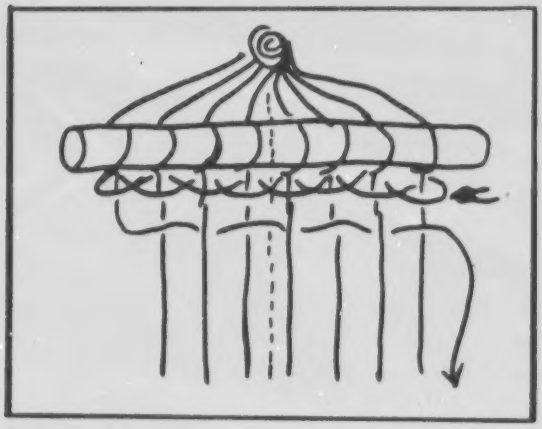
Figure 3.

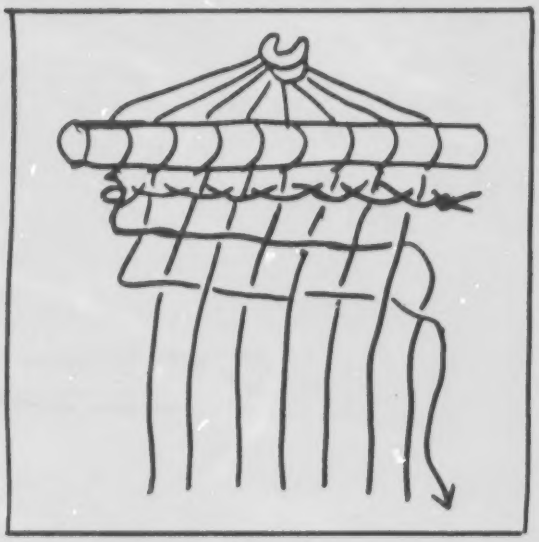
Secure the order of the yarn between and around each strand. The material is now ready for weaving.

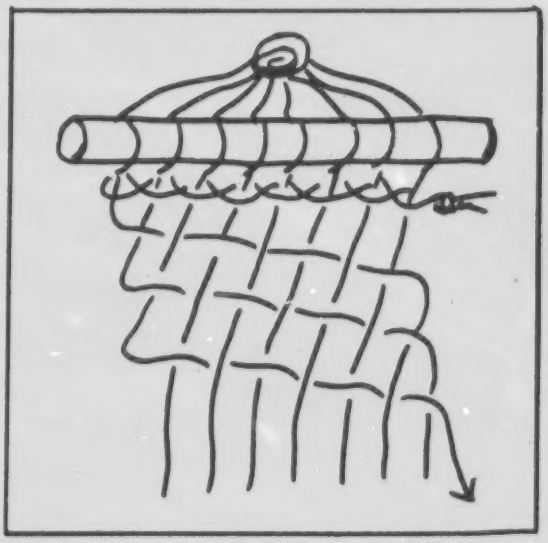
Plan for colors, and stripes by using 2 or 3 colors.

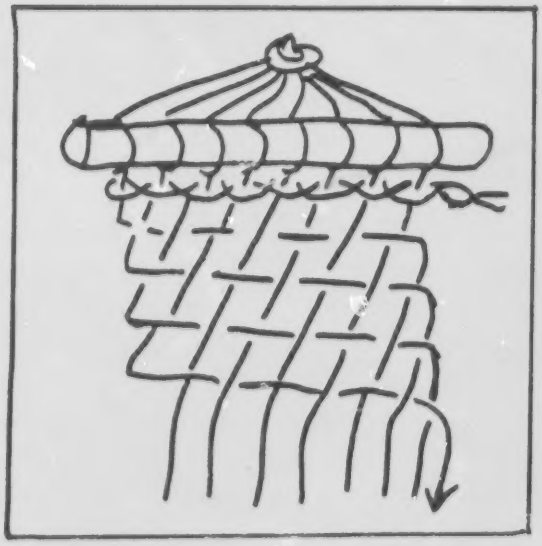
Finger Weaving

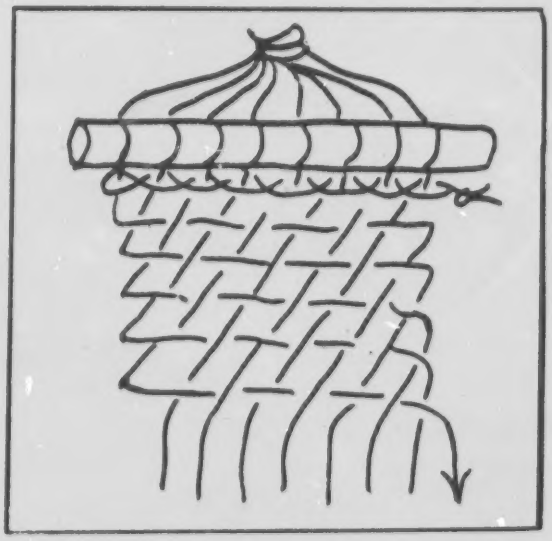
The Diagonal Stripe











THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 8-12

NAME OF ACTIVITY: Quilling

TYPE OF ACTIVITY: Paper Craft

OBJECTIVE: Student will learn how to roll paper to make quills. Student will learn how to decorate using quilling techniques. Student will learn to make a three dimensional object using quilling technique.

BACKGROUND INFORMATION: Quilling is an ancient paper craft which was practiced in Europe before the colonies were formed. It was used in Revolutionary War times and for some took the place of needlework. Examples of this art from Pre-Revolutionary War times may be found in the Metropolitan Museum of Art in New York City. At the present time it is enjoying a revival.

MATERIALS AND RESOURCES:

1. Materials

   Quilling paper (comes packages multi colored about 22 inches long)
   Corsage pin or needle
   Craft glue
   Toothpicks
   Wax paper
   Tweezers

2. Resources

   Decorative Quilling, Craft Course Publications, Rosemead, California, 1973.

   Quilling, Harold. Mangelson and Sons, Inc., Omaha, Nebraska, 1973.

   The Art of Quilling, Craft Course Publications, Rosemead, California, 1974.

   Lynn's Craft Shop, Main Street (old Charles Carroll Hotel), Westminster, Maryland 21157.

   Busy B Craft Shop, Frederick Mall, U. S. 40W, Frederick, Maryland.

PROCEDURE:

1. Each shape is called a quill.

PROCEDURE: (cont'd)

2. A quill is made by rolling 1/8" wide quilling paper over a needle or corsage pin.

3. Quills may be shaped after rolling. Follow a quill primer which is found in quilling leaflets or crafts magazine.

4. Glue quill when you have the shape you want.

5. Practice making the various quills.

6. Put design on paper or whatever background is desired. This is needed for a pattern.

7. Place a foundation quill on design and work others around this one.

8. Glue it firmly and let it dry.

9. Funds will be needed to buy quilling paper and needles and some background material.

MODIFICATIONS AND VARIATIONS:

1. Home Economics students could use this project in home decoration as a project for Future Homemakers of America.

THEME: Heritage and Horizons

SUBJECT AREA: Art and Shop

GRADE LEVEL: 7-12

NAME OF ACTIVITY: Duck Decoys

TYPE OF ACTIVITY: Craft, Learning Center

OBJECTIVE: The student will make a decoy.

BACKGROUND INFORMATION: Decoys used to lure flocks of birds into range have been used since ancient Egyptian times. Most of these were tame, live birds; although some stone duck decoys have been discovered. The wooden decoy seems to be strictly American. The American Indians made decoys of bulrushes, weaving and tying them into duck-like shapes and often attaching actual feathers.

MATERIALS AND RESOURCES:

1. Materials

   a. Clear pine wood
   b. Carving tools - chisel, draw knife or jack knife
   c. Sand paper
   d. Paint - flat white, tube colors to complete special color
   e. Glass eyes

2. Resources

Earnets, Adele. The Art of the Decoy (American Bird Carvings).
Mackey, William Jr., American Bird Decoys.
Forbush and May. A Natural History of American Birds.
Webster and Hehoe. Decoys of Shilbarne Museum.
Daniele, Joseph. Early American Duck Decoys, Gettysburg, Pa., Early American Life, Early American Society, 1974. Vol. V, No. 3, June 1974, Part I, Vol. V., Nov. 4 - August 1974, Part II.
Levy, Natalie. How To Carve A Duck, Creative Crafts Magazine, Carstens Publications, Newton, New Jersey, August 1974, Vol. 4, #4.

PROCEDURE: (time - 1-2 weeks)

Sandpiper decoys were "stick up types" made to stick into the sand. These would be best made in the Middle School.

1. Draw silhouette of the bird you choose.

2. Cut out the pattern in a 1½" pine board.

3. Trim slightly the edges to round them.

4. Add dowel in a drilled hole for the beak and another one for legs.

PROCEDURE: (cont'd)

5. Sand and paint with base coat of flat white.

6. When dry, add oil colors appropriate to bird.

VARIATIONS AND MODIFICATIONS:

1. Decoys may be made, silhouette type, and chip carved to show feathers. They may be used as supports on book ends.

2. Advanced students may make the entire duck decoy, following directions.

3. Younger students could make bird form (silhouette in cardboard then make more layers of cardboard) to create width. The entire cardboard form, when pasted together, could be finished with papier mache, or with Paris craft, and painted with tempore colors and varnished or lacquered for permanence.

4. These could be used as lamp bases or book ends or free standing sculpture.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Art, Language Arts
Social Studies

GRADE LEVEL: 7-12

NAME OF ACTIVITY: Wood Cutting and Colonial Advertisement

TYPE OF ACTIVITY: Craft

OBJECTIVE: The students will demonstrate wood cut techniques, print at least one advertisement and write a jingle for their product.

BACKGROUND INFORMATION: Wood cut or wood engraving was the principle means by which printed advertisements were conveyed. Early wood cuts were used not only in advertising but for liturgical and secular works: chronicles, books of hours, bibelots, and later for illustrations for the classics. This art was adopted from the British and at its start in the colonies served only as a functional means of communication.

MATERIALS AND RESOURCES:

1. Materials

   a. Varied size pine planks about 7/8" thick (knot free)
   b. Cutting tools
   c. Printer's ink
   d. Paper
   e. Rollers (spoons)
   f. Pen and ink
   g. Carbon paper
   h. Glass sheet (metal)
   i. Large feathers (optional)
   j. Black ink

2. Resources

   a. Horning, Clarence P. Handbook of Early American Advertising Art. New York: Dover Publications, 1947.

   b. Sternberg, Harry. Woodcut. New York: Pitman Publishing Corporation, 1962.

PROCEDURE: (suggested time allotment at least ten 50 minute periods)

1. After a brief introduction on colonial advertising and wood cut using appropriate examples, teacher instructs students to think of a product, either colonial or modern day, which they will engrave and print.

2. Student will sketch a product on scratch piece of paper the same size as his or her block of wood pressing heavily enough to make a raised design on back.

PROCEDURE: (cont'd)

3. Carbon paper (carbon side down) is placed on good side of block.

4. Place sketch (original side down) on the carbon paper.

5. Trace design onto block, when carbon is removed design will be in reverse.

6. With wood cutting tools, carve out design (see Woodcut for tools).

7. When design is finished print on paper by squirting a line of ink onto glass, covering roller with ink, inking the wood, placing the paper over the inked wood, rubbing the wood with a clean roller or spoon until ink shows somewhat, and peeling finished print off.

8. Teacher should make sure that the paper is large enough so that there will be room for printing the jingle.

9. Students may want to make their own quill pen by taking a long feather, snipping off diagonally the featherless end, and slitting this end.

10. For lettering technique see Horning's book.

11. Students will print a jingle under their product and perhaps display them at the crafts display and auction.

VARIATIONS AND MODIFICATIONS:

Instead of woodcutting a design, students could woodcut an initial to get an idea of how the printing press worked. Each student could carve a different letter in a colonial style which could later be stamped on a long piece of brown paper to be displayed above a chalkboard, donated to an elementary class.

THEME: Heritage, Festival, Horizons

SUBJECT AREA: Art

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Franklin's Famous Flying Phenomenom

TYPE OF ACTIVITY: Arts, crafts

OBJECTIVE: The students will build a kite similar to Benjamin Franklin's kite of 1752.

BACKGROUND INFORMATION: Ben Franklin in 1752 determined, through an experiment with his kite, that lightning and electricity are identical. Franklin put this discovery to practical use by designing pointed lightning rods which diverted electrical charges from the house to the earth.

MATERIALS AND RESOURCES:

1. Materials

   a. 30" x 30" square of thin paper, sheer synthetic cloth, silk, or any other material capable of catching and holding wind.
   b. Glue
   c. Needle and thread
   d. String
   e. Scissors
   f. Yardstick
   g. Penknife
   i. Two sticks of cedar, spruce, for each long enough to reach the diagonal extremities of the cloth square and about 1/8" by 3/8" minimum cross section.
   j. Strips of cotton cloth each an inch wide, two feet long enough to form the tail. To start, the tail should be about 20 times the diagonal dimension of the kite.

2. Resources

   a. Garlet, Charles. "Ben Franklin's Kites." Early American Life. Gettysburg: Early American Society, Inc., April 1974.
   b. Stein, Conrad R. Benjamin Franklin: Inventor, Statesman, and Patriot. New York: Rand McNally and Co., 1972.

PROCEDURE: (suggested time allotment 2 weeks)

1. Using cord and glue, lash the sticks at their center so that they are square to each other and will not slip. (diagram)

2. Frame the crossed sticks with cord. First saw a slot about ¼" deep in the ends of the sticks. Then tie a knot about 3" from the end of the

PROCEDURE: (cont'd)

cord. Insert cord in slot, pull the knot up to the slot, continue the line to the next stick or corner of the frame. Pass the cord through the slot and continue to the next slot. Finally tie to the original end. Be sure to glue each corner. Make sure the frame remains square by having a helper hold the sticks as you work. (diagram)

3. The frame is now complete. Sew the cloth square to the string frame. This is an overhand stitch. Take care to make sure the stitches are as close as possible. (diagram)

4. The bridle consists of two strings. Tie one string to opposite ends of one of the cross sticks. The length of this bridle string should be equal to twice the length of one side. Set the other bridle string in from the ends of the cross-stick at approximately 1/3 the distance to the center. Balance is achieved by adjusting the bridle as you tie it with the flying string so that the kite hangs at a 20° angle to the floor. (diagram)

5. Construct a tail by tying lengths of cotton rag together. As mentioned above, the length of the kite, top to bottom, can be shortened later if necessary but it is best to start with a tail that's too long than one that's too short. (diagram)

VARIATIONS AND MODIFICATIONS:

Students may want to decorate kites before attaching cloth with stencils or famous Franklin sayings. A contest may be fun. Also the activity could be adapted to science class by conducting an experiment on lightning and electricity.

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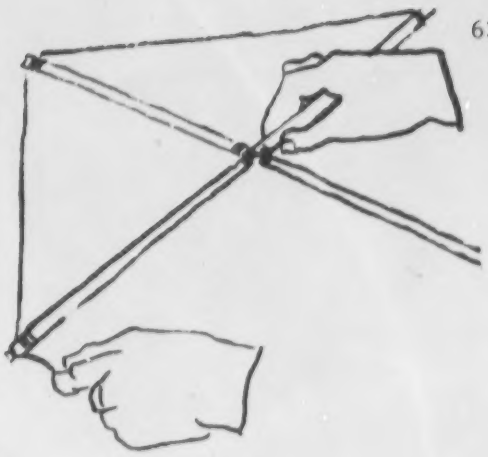

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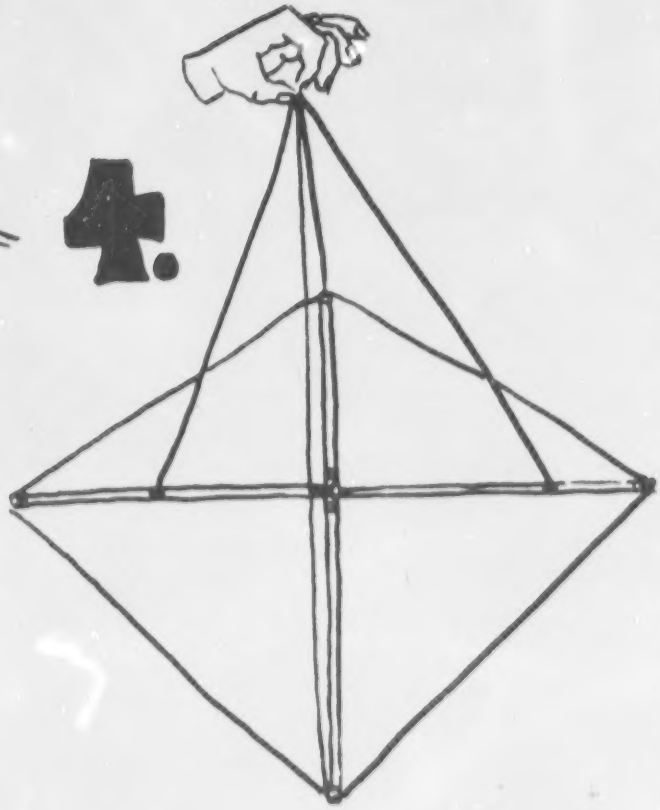

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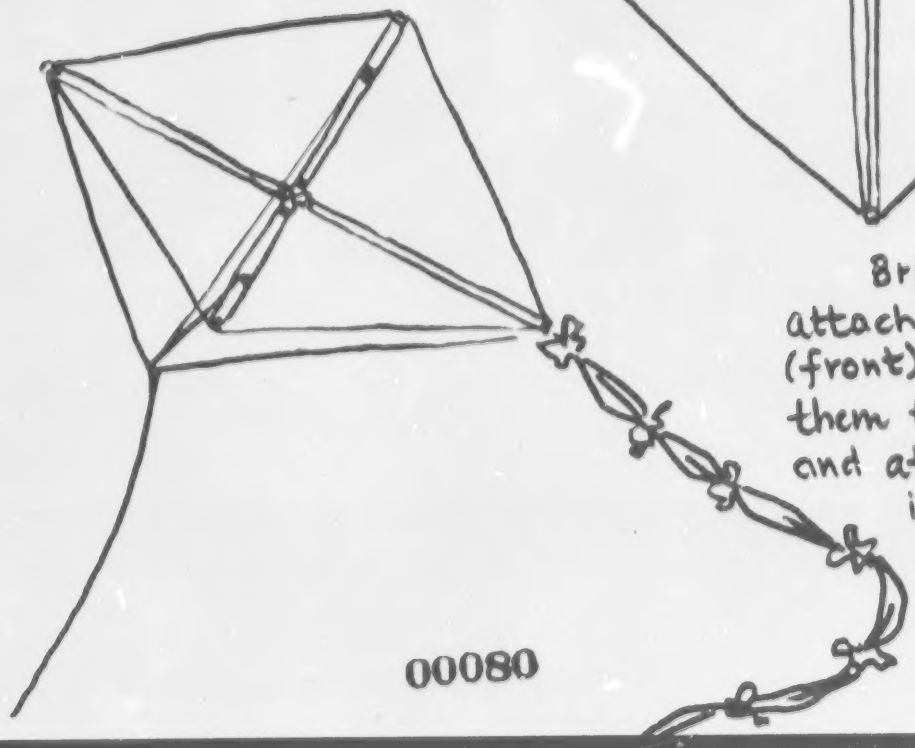

Bridle strings attach to the silk side (front) of kite. Pass them through cloth and attach to stick in rear.

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THEME: Heritage

SUBJECT AREA: Art or Shop

GRADE LEVEL: 8-12

NAME OF ACTIVITY: Chip carving; relief carving

TYPE OF ACTIVITY: Craft learning station

OBJECTIVE: The student will demonstrate technique and decorating possibilities in chip carving.

BACKGROUND INFORMATION: The chip carving skill entered this country with the Germans and the Pennsylvania Dutch. It was used to decorate small objects such as boxes, trivits, buttons, butter molds, cake and cookie molds and springerle rolling pins.

MATERIALS AND RESOURCES:

White pine or basswood scraps
No. 2 X-Acto knife or sharp pocket knife
No. 1 X-Acto liguid floor wax or paste wax

Johnstone, James B. Woodcarving Techniques and Projects. Menlo Park, California: Lane Books, 4th Printing, 1973. Sunset Book full of techniques and safety hints.

Hornung, Clarence P. Treasury of American Design. New York: Harry N. Alrams, Inc. Excellent for historical background with excellent pictures.

PROCEDURE:

1. Prepare the wood - saw the correct size and sand to clean.
2. Plan design in geometric patterns, using the triangle as the basic shape. Practice chip cut on scrap wood.
3. Draw the design on the wood.
4. Make stab cuts no deeper than 1/8" with No. 2 knife.
5. Slice with a No. 1 knife.
6. Finish with wax. Do not sand finished cuts. They must have sharp, clear edges. Shellac may be used before wax step if desired.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Papier Maché

TYPE OF ACTIVITY: Craft and learning station

OBJECTIVE: The students will create an object in the papier maché.

BACKGROUND INFORMATION: Papier maché was used in Ancient China when paper was invented. It followed the development of paper around the world. In France in the 17th Century even homes were made of papier maché. Buttons, bowls, jewelry, trays, boxes, and clocks were among the practical uses. Puppet heads were also made. However, paper was not in adundant supply in the colonies.

MATERIALS AND RESOURCES:

1. Materials

   a. Newspaper
   b. Paste or papier maché mixture

2. Resources

   a. Early American Life, August 1973, Papier Maché, Allison Wyrley Birch, p. 62 -.
   b. Shelley, William and Linse, Barbara. Papier Maché. Simset Book, Menlo Park, California, Lane Books, 1970.
   c. Lewis, Taylor, Biggs and Young, Joanne B. Christmas in Williamsburg. The Colonial Williamsburg Foundation. New York: Holt, Rinehart, and Winston, Inc. 1970.

PROCEDURE:

1. For using a mold:

   Place mold right side up, cover with dry strips of paper, place three layers at right angles to each other and paste paper. The last coat should be dry paper patted into the paste. Dry. Remove from mold.

2. Sand and decorate.

VARIATIONS AND MODIFICATIONS:

1. Make buttons using a piece of straw to keep shank open.

2. Make picture frames to hold a silhouette or a decoupage picture.

3. Make models of figureheads from ships.

4. Make trays to be decorated in the Pennsylvania Dutch method or the early American black background with gold stencil.

5. Bowls, vases, boxes, made over forms may be decorated in the free brush method. Any form that must have the maché placed on the outside may be cut in half from top to bottom to remove the mold and the seam mached firmly together.

6. Christmas decorations in Williamsburg were often apples, nuts, oranges, and pears. These may be coated with maché, cut in half when almost dry to remove the fruit, and resealed with mache strips, then painted. Two coats of varnish or lacquer will waterproof the piece.

7. Jewelry may be made in the forms of pins, beads, pendants, and belt buckles.

8. Clock cases, with elaborate decoration, were made in colonial times. Some students may be interested in mounting an old clock.

9. Small shelves, mats, supports to display plates.

10. Finally, although your students will find other uses for this media, remember that those objects that do not have to support weight may be made with 3 or 4 layers of paper. Those objects, such as trays, should have at least six layers of paper for strength.

11. Puppet heads and dolls may be made of the papier maché mask. There is a commercial one that is excellent to use. If money is short, use the maché egg cartons and soak them overnight in paste, starch, or commercial glue. If you need a mask that is extremely smooth, pour a cup of water into a blender, add one cup of the prepared mask, and mix until blended. Strain that mask through a colander to remove excess water.

12. Papier maché objects were often decorated with decoupage, the "craze" of France at that time.

THEME: Horizons

SUBJECT AREA: Art, Home Economics

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Buttons

TYPE OF ACTIVITY: Project, simulation, collection, displaying artifacts

OBJECTIVES: Students will discover the art of button making through literature, field trips, and designing buttons in several media.

BACKGROUND INFORMATION: The most commonly known use of buttons is in keeping clothing together. Buttons have not always been so humbled. Many buttons are bought by collectors for $10,000. Button making includes almost every artistic media.

MATERIALS AND RESOURCES:

1. Materials

   a. Clay, clay tools, glaze, kiln
   b. Papier mache, tempura, shellac (for decoupage)
   c. Copper enameling equipment and kiln
   d. Stones, carving tools, finish
   e. Wood, carving tools, finish
   f. Shells, carving tools
   g. Metal, casting equipment, gorge
   h. Leather scraps
   i. Macrame

2. Resources

   Baird, Hugh A. "Button, Button . . . . Who Has The Button" Yankee p. 108-111, June 1973. (buttons illustrating our heritage)

   Epstein, Diana. Buttons. New York: Walker and Company 1968. (comprehensive information for Horizon's theme)

   Luscomb, Sally C. A Collector's Encyclopedia of Buttons. New York: Bonanza Books 1967. (complete list of names with examples in alphabetical order)

PROCEDURE: (suggested time allotment one week)

1. Discover buttons through literature and field trip.

2. Discuss the purposes of buttons and the value and prestige associated with certain buttons because of the media, craftsmanship, or uniqueness of design.

PROCEDURE: (cont'd)

3. Students will design a button or a set of buttons using an historical design or an individual one.

4. Students will choose one of the media listed under materials to work in and complete their buttons.

5. Buttons could be displayed.

VARIATIONS AND MODIFICATIONS:

1. Students may wish to incorporate this art project with a Home Economics project in making clothing on which to wear the buttons.

2. If bone or ivory is available, the art of schrimshaw could be practiced in button making. Ritchie, Carson. I. A. Schrimshaw, New York: Sterling Publishing Company, Inc. 1972. (complete "How to" book readable by students)

See "Field Trip to Baltimore Museums" Activity Sheet

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 7-12

NAME OF ACTIVITY: Artists of the 18th Century in America and England

TYPE OF ACTIVITY: Library visit, class project

OBJECTIVES: Students will compare styles of art in the 18th Century America and England. Students will discover facets of an artists life: political activities, inventions, travel which influenced and shaped the style of the period.

BACKGROUND INFORMATION: (See next page)

MATERIALS AND RESOURCES:

American Heritage. June 1958, "The Painter of the Revolution" (John Trumbull) p. 41.

Frankenstein, Alfred. The World of Copley 1738-1815. New York: Time-Life Books 1970.

Field trip see Baltimore Field Trip.

PROCEDURE: (Suggested time allotment one week)

1. Students will see films, visit museums, look at books about 18th Century artists.

2. Students will discuss work and decide to find out more about one artist to share with the group.

3. Students will share their information.

VARIATIONS AND MODIFICATIONS:

This could be followed by a unit on portraiture.

CHRONOLOGY: ARTISTS OF COPLEY'S ERA

UNITED STATES	ENGLAND
John Smibert 1688-1751	William Hogarth 1697-1764
Peter Pelham c.1695-1751	Richard Wilson 1714-1782
Joseph Blackburn c.1700-1763	Edward Penny 1714-1791
Robert Feke c.1705-c.1750	John Boydell 1719-1804
Joseph Badger 1708-1765	Joshua Reynolds 1723-1792
John Greenwood 1727-1792	Gavin Hamilton (Scottish) 1723-1798
Matthew Pratt 1734-1805	Thomas Gainsborough 1727-1788
John Wollaston fl.1736-1767	Joseph Wright (of Derby) 1734-1797
John Singleton Copley 1738-1815	George Romney 1734-1802
Benjamin West 1738-1820	Nathaniel Dance 1735-1811
Charles Wilson Peale 1741-1827	William Williams fl.1746-1747
Winthrop Chandler 1747-1790	Francis Wheatley 1747-1801
Ralph Earl 1751-1801	Joseph Farington 1747-1821
Joseph Steward 1753-1822	Henry Raeburn 1756-1823
Gilbert Stuart 1755-1828	Thomas Rowlandson 1756-1827
John Trumbull 1756-1843	William Blake 1757-1827
Reuben Moulthrop 1763-1814	John Hoppner 1758-1810
John Durand fl.1766-1782	John Opie 1761-1807
Richard Jennys fl. 1770-1800	George Morland 1763-1804
Raphaelle Peale 1774-1825	John Crome 1768-1821
John Vanderlyn 1775-1852	Thomas Lawrence 1769-1830
Rembrandt Peale 1778-1860	Thomas Girtin 1775-1802
Washington Allston 1779-1843	J. M. W. Turner 1775-1851
Edward Hicks 1780-1849	John Constable 1776-1837
William Jennys fl.1790-1802	John Sell Cotman 1782-1842

UNITED STATES

Samuel F. B. Morse 1791-1872

Francis William Edmonds 1806-1863

William Sidney Mount 1807-1868

D. G. Stouter fl. 1840

Wagguno fl. 1858

FRANCE

Francois Boucher 1703-1770

Jean-Baptiste Greuze 1725-1805

Jean-Honore Fragonard 1732-1806

Jacques-Louis David 1748-1825

ENGLAND

David Wilkie 1785-1841

Benjamin Robert Haydon 1786-1846

GERMANY

Anton Mengs 1728-1779

SWITZERLAND

Jean-Etienne Llotard 1702-1789

Angelica Kauffmann 1740-1807

Henry Fuseli (Jean-Henri Fussli) 1741-1825

SPAIN

Francisco Goya Lucientes 1746-1828

Copley's predecessors, contemporaries and successors are grouped here in chronological order according to country. The bands correspond to the life spans of the artists or, where this information is unknown, to the approximate periods when they flourished (indicated by the abbreviation "fl").

THEME: Heritage

SUBJECT AREA: Art, Home Economics

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Silhouette Cutting

TYPE OF ACTIVITY: Simulation

OBJECTIVE: Students will create a design to finish as a silhouette project.

BACKGROUND INFORMATION: Silhouette cutting is an ancient art which regained popularity during the 18th Century.

MATERIALS AND RESOURCES:

Ancestors in Silhouette by E. Augustin Edovart compiled by Mrs. E. Neville Jackson.

History of Silhouettes, E. Neville Jackson.

Shades of Our Ancestors, Alice Van Leer Carrick.

The Art of Silhouette, Desmond Coke.

Early American Life "Silhouette Cutting" June 1974.

Materials:

Carbon paper
Tracing paper
Black construction paper
White or off white art paper
Sharp scissors
X-acto knife
Hard lead pencil
White glue
India ink
Paint brushes
Gold paint

PROCEDURE: (suggested time allotment two periods)

1. Find or create a design that tells a story.
2. Simplify design by tracing the outline on tracing paper.
3. Using carbon paper and black construction paper transfer the design.
4. Carefully cut the design.
5. You may choose the positive or negative (reverse) silhouette to finish.
6. Silhouette may be traced on white paper and filled in with india ink.

PROCEDURE: (cont'd)

7. Finished silhouettes should be matted and possibly framed.

VARIATIONS AND MODIFICATIONS:

This could be a good activity for elementary or middle school students.

THEME: Heritage

SUBJECT AREA: Arts and Crafts

GRADE LEVEL: 6 thru 12

NAME OF ACTIVITY: Macramé cradle for plants or candles

TYPE OF ACTIVITY: Craft learning station

OBJECTIVE: The student will demonstrate basic macramé knots and make a finished project.

BACKGROUND INFORMATION: The earliest known form of macramé was done with the square knot in Arabia to make a headband to hold a kerchief over the head. The idea was picked up by sailors and spread around the world. As early as the 15th Century sailors were bartering macramé items in India and China. It came to America with the seamen as an inexpensive way to make elaborate fringes and useful household objects.

MATERIALS AND RESOURCES:

1. Materials

   a. Any type of cord
   b. "Donkey Beads"
   c. Brass rings or turkey neck bones, anything that will act as a "holding cord"
   d. Knotting board (clipboard covered with towel)
   e. Pins

2. Resources

   Stiles, Seganne. Creating With Macramé. Fort Worth, Texas: Decorator Crafts, 1971. (paperback, inexpensive, full of interesting projects)

   Macramé, Start to Finish. Temple City, California: Craft Course Publishers, Inc., 1971.

   Lampton, Susan, Editor. Macramé Creative Knot-Tying. Menlo Park, California: Lane Magazine and Book Company, 1972. ($1.95)

PROCEDURE:

Hints: To prevent cords from fraying:
Nylon, silk, or rayon - singe ends with a candle or dip ends in wax, or dip into white glue
Cottons, linens - knot ends
To splice cords:
Unravel both ends to be joined, coat with white craft glue, twist together and allow to dry. If cord has a center core, pull out about ½" core from one end, unravel covering for ½" on other end,

PROCEDURE: (cont'd)

coat with glue and insert core into covering.
Use pins to keep the knots flat and even.

VARIATIONS AND MODIFICATIONS:

A large wall hanging may be made by a committee of students, working from a bulletin board or a long padded board. Use bulldog clips to hold cords in place. This could make a backdrop for the display of smaller pieces that could be sold in a Festival week.

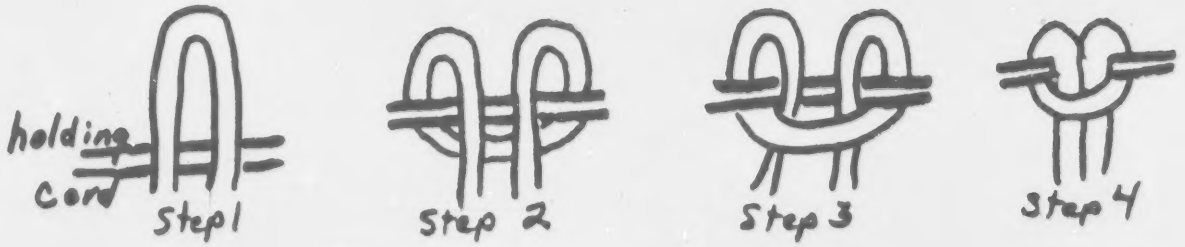
Hanger cradle could be made to fit bowls in ceramic class. Plant cuttings could be rooted in science class and the ensemble could be sold at the Festival auction.

Purses or hand bags could be made in Home Economics and decorated with macramé.

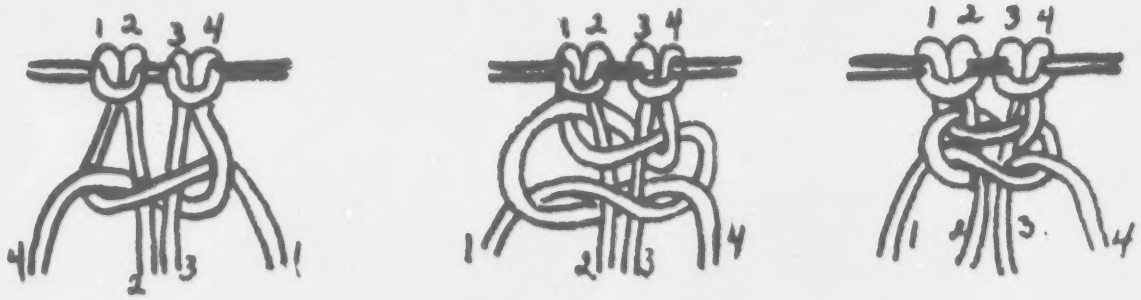
Macramé is the "in" thing right now. Necklaces, belts, even dresses and vests are in style.

• MACRAMÉ

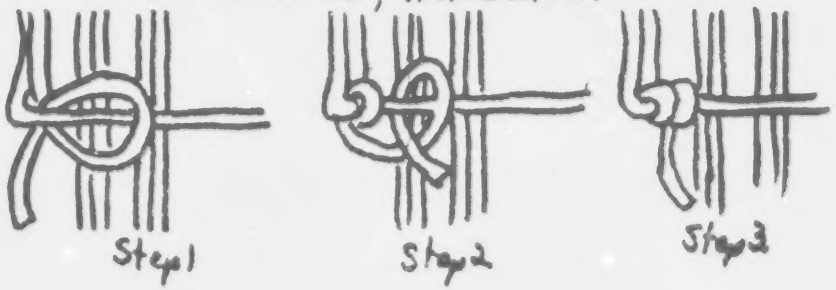
Lark's Head



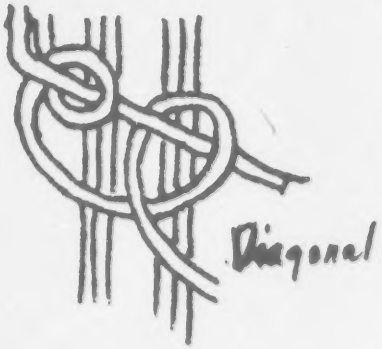
Square Knot (Left hand)



Double Half Hitch, Horizontal



Double Half Hitch



- Add beads made of clay (Fired) paper maché, bread dough, carrots, potatoes, and turkey neck bones.

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From: Macrame Start to Finish, Temple City, California. Craft Course Publishers, 1971.

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THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 6-12

NAME OF ACTIVITY: Stenciling

TYPE OF ACTIVITY: Stenciling on Wood, Tin, Paper, or Cloth

OBJECTIVE: The student will reproduce a design in the stencil method.

BACKGROUND INFORMATION:

American Stencils can be found on walls, floors, furniture, and household utensils. The stenciling on walls and floors were simple and two dimensional in concept. The furniture designs were much more ornate, often striving for a three-dimensional effect. Furniture stencilers often used bronze powder in their work and were sometimes known as gilders.

The artists who stenciled on walls were usually itinerants who wandered from town to town decorating as they went. This method was especially popular over all the colonies because it was cheap and durable. The original stencils were metal and could be used and reused.

MATERIALS AND RESOURCES:

To make a small tray:

Paper plates or foam meat trays
Papier mache paste, newsprint
Sand paper
Stencil paper and X-Acto knife
Stencil brushes, tempora paint thickened with liquid starch
Lacquer or varnish

Hallett, Charles. Furniture Decoration Made Easy. Boston, Massachusetts: Charles T. Branford Co., 1952. (easy steps to reproduce an antique piece, from cleaning down to the bare wood to the authentic stencil patterns)

American Home Patterns are available to stencil plank bottom chairs and authentic stencils for the Hitchcock and most any other type you would desire. If anyone is interested see Mrs. A. Miller, West Middle School, for some to be borrowed or copied.

Zook, Jacob and Zook, Jane. How To Paint and Decorate Furniture and Tinware. Paradise, Pennsylvania: Jacob and Jane Zook, 1960. ($1.79) Good instructions. Design folders are available from the same source on: Pennsylvania Dutch Hex Sign Patterns: #H-500 ($1.25)
Pennsylvania Dutch Patterns: D-200 ($1.25)
Pennsylvania Dutch Stencils: S-300 ($1.25)
Hexology - History and Meanings of Hex Signs by J. & J. Zook. ($.50)

MATERIALS AND RESOURCES: (cont'd)

Hornung, Clarence P. Treasury of American Design. New York: Harry N. Abrams, Inc. (excellent historical reference with lots of pictures)

PROCEDURE: (suggested time allotment 1 week)

1. Put at least three coats of papier mache strips on the basic tray. Alternate layers for support.
2. Allow to dry. Sand until smooth.
3. Place background color on the tray and allow to dry.
4. Make a design to fit into the center of the tray. Separate colors.
5. Cut a separate stencil for each color. Make sure there is a pad of newspaper under the stencil so the table will not be cut.
6. Place stencil in bottom of tray. Use stencil brush with a stipple motion and add first color.
7. Allow to dry before next stencil is used.
8. After all colors are finished, and piece is completely dry, paint with two coats of varnish, allowing to dry 24 hours between coats. This will waterproof your tray so it can be wiped off. Not recommended for putting in dishwashers.

VARIATIONS AND MODIFICATIONS:

1. An old chair may be refinished and stenciled in the authentic style. Allow several months.
2. Wooden boxes may be made in shop, and decorated by the stencil method in art class.
3. Metal shop students could make tin-ware; the candle sconces, the bread boxes, and lanterns, and they could be decorated with stencils drawn and cut in art class.
4. T-Shirts could be stenciled with an appropriate bicentennial design and sold at the auction. This could be a design unit in art class that could be set up as an assembly line procedure.
5. Wall hangings could be stenciled with some of Benjamin Franklin's quotes, Pennsylvania Dutch sayings, or historical quotes, as "Don't Tread on Me". These could also be an assembly line job.

VARIATIONS AND MODIFICATIONS: (cont'd)

6. Stencil wall designs could be "lifted" and placed on newsprint (the roll ends from the newspaper are very inexpensive) to make packages of wrapping paper; again to be sold at the craft sale or auction.

7. Stencil designs of the American Eagle could be placed on heavy paper, and sold to put on a notebook cover, with clear contact paper to cover and protect it.

8. Stencil designs could be used to make many copies of ceramic tiles to be sold as table trivets.

9. Stencil designs of colonial craftsman as contrasted to the craftsman of the future in the same materials could be worked up to make a set of placemats for sale.

10. Stencil designs could also be used for stationery - letter paper and greeting cards.

Activities which could be used in Home Economics but which are listed under other disciplines:

Art

Quilling

American Folk Toys

Buttons

Architecture

Weaving

Stenciling

Candlemaking

Interior Decoration

Interdisciplinary

Craft Contest

Field Trips

- Annapolis
- Baltimore
- Colonial Village and York
- Colonial Williamsburg
- Monticello and Ash Lawn

THEME: Heritage

SUBJECT AREA: Home Economics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Knitting

TYPE OF ACTIVITY: Individual Project

OBJECTIVES: The student will learn to case on stitches and do knitting.

BACKGROUND INFORMATION:

When and where knitting began is not known. The shepherds who cared for their flocks in ancient times were probably knitters. Centuries ago Arab traders knitted as they rode in their camel caravans. Knitting was unknown in Europe before the 15th Century.

Man was the knitter until the commercial knitting machine was invented in England during the 16th Century. Women then became the hand knitters and have plyed the art ever since then.

MATERIALS AND RESOURCES:

Busy Bee Studio, Mrs. Gretchen Barrick, 4 Spruce Avenue, Westminster, Maryland, 848-4968.

McCall's Needlework and Crafts, New York McCall Pattern Company, published in January and July.

Better Homes and Gardens Crafts and Sewing, Des Moines, Iowa, Meredith Corporation, 1973.

McCall's Needlework Treasury, New York Random House, 1964.

Caulfield, Sophia F. and Saward, Blanche C. The Dictionary of Needlework, New York Arno Press 1972.

Hedin, Solweig and Springer J., Creative Needlework, New York Arco Press, 1969.

PROCEDURE:

Follow suggestions in Home Economics Guide.

THEME: Heritage

SUBJECT AREA: Home Economics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Needlepoint

TYPE OF ACTIVITY: Individual Project

OBJECTIVES: The student will learn basic stitches used in needlepoint work. The student will learn the various sizes of canvas used and will learn the kind of yarn to use in order to make his own design on the canvas.

BACKGROUND INFORMATION:

Once considered the art of queens, this age-old form of embroidery enjoys a universal popularity today. It is almost impossible to pinpoint the place and time of origin of needlepoint. It dates back to at least the 16th Century. In Colonial America needlepoint was extremely popular. Today it is used for creating fashion accessories and interior decorating.

Many kits may be purchased which contain canvas with a design imprinted. It also includes yarn, a needle, and instructions for completing the project. On the other hand, one may prefer to purchase canvas and yarns and make one's own design.

MATERIALS AND RESOURCES:

Busy Bee Studio
Mrs. Gretchen Barrick
4 Spruce Avenue
Westminster, Maryland 21157

Leggett Department Store
Westminster Shopping Center
Westminster, Maryland 21157

McCall's Needlework Treasury, New York, Random House 1963.

Scheuer, Nikki, Designs for Bargello, New York, Doubleday 1973.

Percone, Lisbeth, The New World of Needlepoint, New York, Random House, 1972.

Pechen, Mary Brooks and White, Doris, Needlepoint for Everyone, Harper and Rowe, 1970.

MATERIALS AND RESOURCES: (cont'd)

Williams, Elsa S., Bargello, New York: Van Nastrand Reinhold Company, 1967.

Scohey, Joan and McGrath, Lee P., Do It Yourself Needlepoint. New York: Simon and Schuster, 1971.

Boyles, Margaret, Beginner's Needlepoint. New York: Columbia-Minerva Corporation, 1972.

Wilson, Erica, Erica Wilson's Embroidery Book. New York: Charles Scribener's Sons, 1973.

McCall's Needlework and Crafts. New York: McCall Pattern Company, published in January and July.

PROCEDURE:

1. Teach basic stitches. This could be done by blocking off squares and/or rectangles on a canvas.

2. By teaching basic stitches as suggested above, one would be also introduced to the kinds of canvas and yarns used.

3. This project would be part of the needlecraft course or it could be a special project in Home Economics Seminar.

VARIATIONS AND MODIFICATIONS:

1. Bargello which is a variation of needlepoint could be done.

2. This project might also be in Art.

THEME: Heritage

SUBJECT AREA: Home Economics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Crocheting

TYPE OF ACTIVITY: Individual Project

OBJECTIVE: The student will learn basic crochet stitches in order to create a crocheted project.

BACKGROUND INFORMATION:

The recorded beginning of crochet is lost in ntiquity. But very fine crochet work was done by nuns in Europe in the 16th Century. The art spread from Europe to Ireland, thence to England and on to the American colonies.

There are endless variations to the basic stitch. These variations are a challenge to the noviced or experienced artisan. From a lowly pot holder to garments of the highest fashion or tablecloths of the finest thread, crocheting has proved its worth. It is one of the most functional of all needle arts.

MATERIALS AND RESOURCES:

Busy Bee Studio, Mrs. Gretchen Barrick, 4 Spruce Avenue, Westminster, Maryland, 848-4968.

McCall's Needlework Treasury, New York: Random House, 1963.

Better Homes and Gardens Crafts and Sewing, Des Moines, Iowa: Meredith Corporation, 1973.

Caulfield, Sophia F. and Saward, Blanche C., New York: The Dictionary of Needlework, Arno Press, 1972.

Needlework and Crafts, New York: Simplicity Pattern Company, 1973.

Caulfield, Sophia F. and Saward, Blanche C., Encyclopedia of Victorian Needlework, Vol. I, New York: Dover Publications, 1972.

PROCEDURE:

Follow suggestions as given in Home Economics Curriculum Guide.

THEME: Heritage

SUBJECT AREA: Home Economics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Crewel Embroidery

TYPE OF ACTIVITY: Individual Project

OBJECTIVES: The student will learn the various stitches used in crewel embroidery in order to create a project.

BACKGROUND INFORMATION:

Crewel embroidery, which is embroidery with wool thread, lends itself to clothing, curtains and cushions as well as wall hangings and pictures.

One rare piece of crewel dates from the fourth or fifth century, A. D. Wall hangings, garments and other articles have been found which show the delight in crewel embroidery down through the ages.

Crewel designs may be very traditional or very contemporary. It is the kind of craft that one can make in his own design.

MATERIALS AND RESOURCES:

Busy Bee Studio, Mrs. Gretchen Barrick, 4 Spruce Avenue, Westminster, Maryland 21157, 848-4968.

Wilson, Erica, Erica Wilson's Embroidery Book. New York: Charles Scibener's Sons, 1973.

McCall's Needlework Treasury. New York: Random House, 1963.

Cavendish, Marshall, Embroidery - 50 New Designs, London, England: 1973.

McClennan, Barbara, Crewel Embroidery Made Easy. New York: Doubleday, 1972.

May, Marian, Decorative Stitchery. Lane Books, 1972.

Sara, Dorothy, Key to Crewel Embroidery. Tower Publications, 1970.

London, Mary Taylor and Swan, Susan B., American Crewelwork, New York: Macmillan, 1970.

McCall's Needlework and Crafts. New York: McCall Pattern Company, published in January and July.

PROCEDURE:

1. Teach basic stitches.

2. A carry-all bag made from upholstery burlap makes an excellent beginning project to learn many stitches.

3. Students may prefer a contemporary type of project in contrast to the very traditional designs used in crewel work.

4. See the Home Economics Curriculum Guide.

THEME: Heritage

SUBJECT AREA: Home Economics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Uniforms of Revolutionary War Period

TYPE OF ACTIVITY: Individual Project

OBJECTIVE: The student will learn of the various uniforms of the period used by the colonial regiments and will make a colonial uniform.

BACKGROUND INFORMATION:

As the Revolution began, the colonists did not have a military organization or traditions of their own. However, as the Revolution progressed, military regiments were formed and they began to develop their own distinctive uniforms.

Most of the units wore white hunting shirts, breeches and hose. The coats were usually dark blue with buff facings. The coattails were pulled back and fastened together in the back to give the soldier ample leg room.

They usually wore a tricorn with a regimental decoration which was removed for battle.

MATERIALS AND RESOURCES:

Mr. E. Devine
5385 Beechfield Avenue
Baltimore, Maryland 21229

Mrs. James C. A. Conner
Rt. 1, Box 335
Finksburg, Maryland 21048
876-2635

PROCEDURE:

1. Make uniform from kits.

2. Make uniform from other materials.

THEME: Horizons

SUBJECT AREA: Home Economics

GRADE LEVEL: 11-12

NAME OF ACTIVITY: Looking Ahead in Home Economics

TYPE OF ACTIVITY: Independent Study

OBJECTIVE: Student will do independent work on a topic that interests him. Student will identify Home Economics as more than "stitching and stirring".

BACKGROUND INFORMATION:

Too often Home Economics is narrowed down to Foods classes and sewing classes in the thinking of many students, parents and teachers. Actually it has a very wide field which due to lack of time and space cannot be covered in the public schools.

MATERIALS AND RESOURCES:

School libraries
Public libraries
Magazines
Television
American Home Economics Association
Future Homemakers of America
American Vocational Association

PROCEDURE:

1. Student may delve into any phase of Home Economics that interest him and relate it to the future.

2. Suggested topics to be considered:

   a. Foods

      1) Foods for space travel

      2) Plant foods from the sea

      3) Low cholesterol diets

      4) Vegetable gardens in the kitchen window

PROCEDURE: (cont'd)

b. Clothing

1) Paper clothes

2) Man's new fabrics

3) Fashion mirror shopping

c. Home Furnishings

1) Computerized pantry

2) The robot cleaner

3) Lighting for homes

4) Energy saving house

5) New stoves for the kitchen

6) Building materials of the future

7) Life styles' effect on home building

8) Fuel for tommorrow's home

d. Family Life and Child Development

1) Day Care Centers' effect on children

2) Bringing up baby in the future

3) Fighting mental retardation

4) Communal life's effect on children

5) Ecological practices

6) The wife's changing role in the family

7) The husband's changing role in the family

8) Woman - no longer chattel

3. Student will present his findings in one of the following ways:

a. Essay

b. Dramatization

PROCEDURE: (cont'd)

c. Demonstration

d. Taped TV presentation

e. Oral report with visuals

THEME: Heritage

SUBJECT AREA: Home Economics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Food from Wild Plants

TYPE OF ACTIVITY: Classroom Project

OBJECTIVE: The student will learn to identify edible plants and will demonstrate how to harvest the wild food plant and care for the edible portion.

The student will demonstrate how to prepare wild plants for eating.

BACKGROUND INFORMATION:

Since agricultural resources had to be developed in the "new land", the colonists had to learn to use available plants for food. They had to learn to identify the plant, to cook it and to eat it. Many of these skills were learned from the Indians.

From generation to generation Americans have learned about plants that grow in their fields and forests. Many plants or weeds are still uncultivated and grow whenever the seeds are scattered. Few people can identify these plants and even fewer know how to use these plants for food.

MATERIALS AND RESOURCES:

An outdoor area (field, forest, banks of a stream or arid land) to search for these plants.

Permission from owner to take these plants for class use.

Wherry, Edgar T., Wild Flower Guide. New York: Doubleday 1948. (illustrated guide book)

Crowhurst, Adrienne, The Weed Cookbook. New York: Lancer 1972. (a well illustrated cookbook)

Coon, Nelson, Using Wayside Plants. New York: Hearthside Press Incorporated 1960.

Wigginton, Eliot, Foxfire 2. New York: Doubleday 1973.

Gibbons, Euell, Stalking the Blue Eyed Scallop. New York: McKay 1964.

MATERIALS AND RESOURCES:

Gibbons, Euell, Stalking the Heathful Herbs. New York: McKay 1970.

Gibbons, Euell, Stalking the Wild Asparagus. New York: McKay 1970.

Gibbons, Euell, Stalking the Good Life. New York: McKay 1971.

PROCEDURE:

1. Allow three days to two weeks depending on the amount of work done on identification, accessibility of field for gathering weeds and convenience of cooking.
2. Be sure student can identify the edible weeds for which he will search.
3. Warn students of how costly a mistake could be.
4. Learn how to prepare weeds attractively and tastefully.

VARIATIONS AND MODIFICATIONS:

Teacher could gather weeds and the class prepare them.

THEME: Heritage

SUBJECT AREA: Home Economics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Quilting

TYPE OF ACTIVITY: Individual Project

OBJECTIVE: The student will discuss the use of and necessity for quilting in Colonial days.

The student will learn how to construct a quilt.

The student will create an applique square or patchwork to be used as a quilt top.

BACKGROUND INFORMATION:

Quilting, although an ancient art, was the decline in Europe during the 17th Century. Here in America, the pioneer women plied their art with new vigor. Quilting flourished throughout America until the last quarter of the 19th Century.

Patchwork was an innovation among the colonists. It developed because fabric was not readily available to make new quilts. The ones the colonists brought with them had hard usage and began to show wear. To preserve these quilts "patches" were made. As the settlers moved West in the United States of America, they "pieced" quilts because they had little fabric and had to use every little scrap of cloth.

Quilting also became a way of socializing for the colonists for many friends and neighbors could work on a quilt while it was in the quilting frame.

MATERIALS AND RESOURCES:

Ichis, Marguerite, The Standard Book of Quilt Making and Collecting. New York: Dover Publications Inc. 1949. (excellent background information and instructions; many patterns and techniques demonstrated)

Brightbill, Dorothy, Quilting As A Hobby. New York: Bonanza Books 1963. (an easily read, well illustrated handbook)

Hall, Carrie A. and Kretsinger, Rose G., The Romance of The Patchwork Quilt. New York: Bonanza Books 1963. (historical background on the patchwork quilt)

MATERIALS AND RESOURCES: (cont'd)

Editors of McCall's Needlework and Crafts, McCall's How to Quilt It! New York: The McCall Pattern Company 1973. (instruction book on all varieties of quilting)

Editors of McCall's Needlework and Crafts, McCall's Quilt It Book II. New York: The McCall's Pattern Company 1974. (instruction book on old and new uses of quilting)

Lewis, Alfred Allen, The Mountain Artisans Quilting Book. New York: Macmillan 1973. (some modern day adaptations of quilting)

Sunset Book's Editors, Quilting and Patchwork. Menlo Park, California: Lane Books 1973. (instructions in quilting and patchwork in the 20th Century)

Materials:

Quilting needles
Quilting thread
Quilting frames (may be made in woodshop)
Backing for quilt
Filling for quilt (preferably dacron batting)
Soft pencil to draw quilting design
Ruler or patterns to make quilting designs
Binding to finish quilt

PROCEDURE:

This could be an individual or class project in a Home Crafts class. Use procedure as described in a Home Economics Curriculum Guide.

THEME: Heritage

SUBJECT AREA: Home Economics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Food in Colonial America

TYPE OF ACTIVITY: Demonstration or Class Project

OBJECTIVE: Student will compare food preparation in Revolutionary War times with today.

Student will research the foods that were used during this period of history.

Student will research the origin of foods and the influence of ethnic groups on our present day foods.

Students will create dishes used in the Revolutionary period.

BACKGROUND INFORMATION:

For the colonists, food was of the utmost importance. Food supplies were limited so that providing enough food, serving it attractively and varying the menu taxed the homemaker's ingenuity.

Each region of the colonies was influenced by the Old World customs and food preference of its settlers. These foods were modified by the availability of food in each region.

American Indian Cuisine influenced all colonists. The natural foods available supplied the Indians with food which the colonists adopted and adapted to their tastes.

All American food has been influenced by ethnic groups as they have become a part of the United States of America. These ethnic foods have been modified to the "American Way" of eating but the "traditional foods" stay with us.

Recipes were exchanged on a person to person basis among the colonists. Family recipes were handed down from mother to daughter. One of the first duties of bride was to begin her own cookbook by copying "recipes" from her relatives and friends. Printed cookbooks as we know them, were not widely distributed before the 19th Century.

MATERIALS AND RESOURCES:

Kimball, Yeffe and Andeson, The Art of American Indian Cooking. New York: Doubleday. (recipes and historical background)

Wilson, Jose, American Cooking - The Eastern Heartland. New York: Time-Life Books 1971. (historical background and recipes)

Walter, Eugene, American Cooking - Southern Style. New York: Time-Life Books 1971. (historical background and recipes)

Leonard, Jonathon Norton, American Cooking - The Great West. New York: Time-Life Books 1971. (historical background and recipes)

Leonard, Jonathon Norton, American Cooking - New England. New York: Time-Life Books 1971. (historical background and recipes)

Shenton, James P. and Pelleguine, Angelo M., American Cooking - The Melting Pot. New York: Time-Life Books 1971. (historical background and recipes)

Ferbleman, Peter S., American Cooking - Creole and Acadian. New York: Time-Life Books. (historical background and recipes)

Brown, Dale, American Cooking - The Northwest. New York: Time-Life Books 1971. (historical background and recipes)

Wigginton, Eliot, The Foxfire Book. New York: Doubleday 1972. (folklore collected in Southern states)

Tannahill, Reay, Food in History. New York: Stein and Day 1973. (examines the influences that shaped man's diet and how the pursuit of food has shaped history)

Huguenin, Mary V. and Stoney, Anne M., Charleston Receipts. Charleston, South Carolina: Walker, Evans and Cogswell Company 1971. (recipes)

Rashkind, Kate, The Bicentennial Cookbook. Pollywog Press Incorporated 1973. (recipes)

Recipes, St. Mary's Square Museum, St. Michaels, Maryland 1967.

Our Cooking Heritage, Reprint from What's New in Home Economics. New York: Rueben H. Donnelly Corporation 1967.

Tawes, Avalynee, My Favorite Maryland Recipes. New York: Random House 1964. (recipes from Maryland)

Hammond-Harwood House Association, Maryland's Way. Annapolis: Judd and Detweiler, Inc. 1966. (recipes from "generations of Maryland Cooks and some historical background)

MATERIALS AND RESOURCES:

Corey, Helen, The Art of Ayrian Cookery. New York: Doubleday 1962. (a Culinary Trip to the land of Bible History)

Heriteau, Jacquline, Oriental Cooking The Fast Wok Way, New York: Hawthorn Books, Inc. 1971. (recipes and description of foods)

Sheridan, Monica, The Art of Irish Cooking. New York: Doubleday 1965. (recipes and comments of serving of food)

Colonial Williamsburg Foundation, The Williamsburg Cookbook. New York: Holt, Rinehart, and Winston, Inc. 1971. (recipes and commentary)

PROCEDURE:

1. Collect all materials, (cookbooks, news articles, reprints) that have to do with Colonial foods.

2. Have students bring in copies of old recipes handed down in their family.

3. Students should discuss the kinds of food available in the area when the colonists lived here.

4. Students research their community for information of ethnic groups that settled in their area or county or state.

5. Students prepare many dishes or meals.

VARIATIONS AND MODIFICATIONS:

1. Class may elect to study and prepare foods only from Colonial Maryland.

2. Student or students may wish to demonstrate a particular food preparation such as butter, apple butter.

Activities which could be used in Industrial Arts which are listed under other disciplines:

Art

American Folk Toys

Duck Decoys

Chip Carving

Stenciling

Architecture

Interdisciplinary

Field trips

- Annapolis
- Baltimore
- Colonial Village and York Historical Society
- Colonial Williamsburg
- Monticello and Ash Lawn

Craft Contest

THEME: Heritage

SUBJECT AREA: Woodshop

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Constructing, Refinishing, Decorating Furniture

TYPE OF ACTIVITY: Simulation, Research, Exhibit

OBJECTIVE: Students will categorize standard furniture types of the colonial period.

Students will choose to construct, to refinish, to decorate a piece of furniture based on colonial tradition.

BACKGROUND INFORMATION:

Function and simplicity were the hallmarks of colonial furniture due to the crudity of tools involved in their craftsmanship. The ingeniousness of the individual wood crafter is celebrated in the beauty and finesse with which these pieces were shaped and decorated.

MATERIALS AND RESOURCES:

Sloane, Eric, A Museum of Early American Tools. New York: Ballantine Books, 1964.

Early American Life, April 1972, "Furniture You Can Make". Gettysburg.

Early American Life, Jan.-Feb. 1972, "Building a Trestle Table".

Early American Life, Jan.-Feb. 1971, "A Colonial Pine Cupboard You Can Make".

Watson, Aldren A., Country Furniture. Crowell.

Zook, Jacob and Jane, How to Paint and Decorate Furniture and Tinware. Paradise, Pennsylvania, 1960.

Tunis, Edwin, Colonial Craftsmen. Cleveland and New York: The World Publishing Company, 1965.

PROCEDURE:

1. Students will research furniture of the colonial period.
2. Students will choose to construct, refinish or decorate a piece of furniture (depending on subject area) in colonial fashion.

PROCEDURE: (cont'd)

3. Work will be exhibited in the school and at the Carroll County Celebrate.

VARIATIONS AND MODIFICATIONS:

This could be taught as a horizons theme if furniture then and now were compared by methods of construction, finishing and basic designs.

THEME: Heritage

SUBJECT AREA: Metal Working

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Rushlights

TYPE OF ACTIVITY: Simulation, Project

OBJECTIVES: Students will create a type of lighting fixture prevalent in the 1700's using methods similar to those used then.

BACKGROUND INFORMATION:

Rushlights had been used hundreds of years before America was colonized. Settlers used sources of light with which they were familiar and with the scarcity of candles, rushlights were one of the main sources. The holders that were contrived to feed the rush to the flame are of ingenious designs. They were usually crafted in metal.

MATERIALS AND RESOURCES:

"History of the Rushlight", Early American Life. February 1974, Williamsburg Metal Works.

PROCEDURE:

1. This project could take ten class periods or more depending on the amount of research done to aid in creating the design.

2. The first decision about the design must be:

   a. Will it hang?

   b. Will it stand?

3. Once the student understands the functioning elements of the rushlight and provides for these in the design, the rest is ornamentation.

4. In finishing the rushlight, rather than simply painting it black, take care to patina the metal so that it is lusterous and resembles iron.

THEME: Horizons

SUBJECT AREA: Woodshop, Metalshop

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Gunsmithing

TYPE OF ACTIVITY: Simulation

OBJECTIVE: Student will compare colonial techniques in Gunsmithing to present techniques. Students will construct a gun or part of a gun using historical or modern techniques.

MATERIALS AND RESOURCES:

Early American Life, Larry Mzock, Master Riflesmith, August 1974.

Tunis, Edwin, Colonial Craftsmen. Cleveland and New York: The World Publishing Company, 1965.

THEME: Horizons

SUBJECT AREA: Metalshop

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Pewter Casting

TYPE OF ACTIVITY: Simulation

OBJECTIVE: Students will compare colonial designs and techniques with those currently practiced in the shop area.

Students will construct a project using learned casting techniques.

MATERIALS AND RESOURCES:

Early American Life, "Pewter-Casting at Home", December 1972.

Tunis, Edwin, Colonial Craftsman. Cleveland and New York: The World Publishing Company, 1965.

THEME: Heritage

SUBJECT AREA: Metalwork

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Tinsmithing

TYPE OF ACTIVITY: Simulation

OBJECTIVE: Students will demonstrate a degree of accomplishment in tinsmithing techniques by creating and completing a design inspired by 1700 tin work.

BACKGROUND INFORMATION:

When Edward Pattisen started his smithwork in Berlin, Connecticut around 1740, he imported tin plate to create household utensils which quickly replaced the dented pewter and wooden bowls then used. In England Edward Allgood painted tin to lengthen its life and by 1765 the decorated tin, known as toleware, was imported to America. During the Revolution, Americans learned to paint their own. Hammered tin began practically to let liquid flow through a spoon, to let light out on more than one side of a lamp, but quickly became a practiced ornamental addition to much tin work.

MATERIALS AND RESOURCES:

Early American Life, August 1973.

Tunis, Edwin, Colonial Craftsmen. Cleveland and New York: The World Publishing Company, 1965.

PROCEDURE:

1. Time could span two weeks to a marking period.
2. Present background information and display samples.
3. Encourage students to choose patterns for items based on 1700's tinware.
4. Construct tinware.
5. Choose a finish on tinware that reflects 1700 interest in ornamental painting or hammering.

THEME: Horizons

SUBJECT AREA: Carpentry

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Carpentry

TYPE OF ACTIVITY: Project

OBJECTIVE: Students will compare tools used in colonial times with those in current use and the results of their use and design tools of the future.

MATERIALS AND RESOURCES:

Tunis, Edwin, Colonial Craftsmen. New York: Dover, 1965.

Sloane, Eric, A Museum of Early American Tools. New York: Ballantine Books, 1964.

Kern, Ken, The Owner Built Home. Yellow Springs, Ohio: Specialty Printing Company, 1961.

BOAC Basic Building Code. Chicago: Building Officials and Code Administration International, Inc., copyrighted by year.

Dome Book I and II. Pacific Domes, Box 219, Bolinas, California 94924, 1971.

THEME: Heritage

SUBJECT AREA: Horticulture

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Herb Gardens

TYPE OF ACTIVITY: Research, Simulation, Field Trips

OBJECTIVE: Students will organize information about the compatability of herbs, their size, coloration and special needs. Students will plant and care for an herb garden.

BACKGROUND INFORMATION:

Herbs were used in food, as a preservative, and as medicine by the colonists. Special care was taken to arrange and care for these plants since they were so necessary to the health of the household.

MATERIALS AND RESOURCES:

Fox, Helen M., Gardening With Herbs for Flavor and Fragrance. New York: Dover Publications, 1970.

Handbook on Herbs, Ann Arbor. Edwards Brothers, 1973.

The Gardens of Williamsburg. Williamsburg: Colonial Williamsburg Foundation, 1970.

Webster, Helen Noyes, Herbs, How to Grow Them and How to Use Them. Lexington, Massachusetts: Hale Cushman and Flint, 1939.

All You Need to Know About Herbs. London: Marshall Cavendish Ltd., 1973.

Early American Life. Gettysburg: The Early American Society, Inc., August 1973 issue.

PROCEDURE:

1. Have students research and discuss herbs.
2. Compare diagrams of established herb gardens.
3. Have students graph original designs.
4. Students will locate a suitable spot for growing herbs on a permanent basis.

PROCEDURE: (cont'd)

5. Students will plant and care for herbs.

VARIATIONS AND MODIFICATIONS:

The herb garden could be a source of income through sale of plants, sachets, and tussie-nussies.

THEME: Horizons

SUBJECT AREA: Cosmetology

GRADE LEVEL: 9-12

NAME OF ACTIVITY: The Barber and Wigmaker

TYPE OF ACTIVITY: Project

OBJECTIVE: The student will compare current hairstyles with colonial styles and design one based on information gathered.

The student will compare current wigmaking techniques with colonial techniques and design a wig based on the information gathered.

MATERIALS AND RESOURCES:

Tunis, Edwin. Colonial Craftsmen, New York: The World Publishing Company, 1965.

See field trip to combined Baltimore Museums.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Literature of the American Revolution

TYPE OF ACTIVITY: Analysis of Colonial Literature

OBJECTIVE: The student will (1) study the personalities of colonial statesmen through an analysis of their writing, (2) relate the political, economic and social conditions to the literature of the times (3) examine the themes and style of colonial writing including the use of persuasive writing and satire.

BACKGROUND INFORMATION:

The writing that grew from the colonies was in contrast to the determinism of Puritan thought. This attitude of reason did much to destroy the calvinistic conception of the earth as a place of suffering and to convince man that he was the master of his own fate and the hope of the future.

MATERIALS AND RESOURCES:

1. Selections from literature anthologies used in Carroll County.

   a. Adventures in American Literature, Olympic Edition 1958, 33-1/3 rpm album included.

      Benjamin Franklin: "Autobiography"*
      Patrick Henry: "Speech in the Virginia Convention"*
      Thomas Paine: "The Crisis"*
      John Adams: "Letter to His Wife, on the Birth of the New Nation"
      Thomas Jefferson: "The Declaration of Independence"*
      Francis Hopkinson" "Battle of the Kegs"
      Philip Lreneau: "To the Memory of the Brave Americans"
      Alexander Hamilton: "Speech in Defense of the Constitution"
      George Washington: "Letter to the Hebrew Congregation in Newport, Rhode Island"*
      *Found also in Adventures in American Literature, classic edition, 1968.

   b. Understanding Literature, Ginn and Company, 1964.

      Nancy Hale: "Nathan Hale"

MATERIALS AND RESOURCES: (cont'd)

c. Adventures for Today, Harcourt, Brace and Company, 1955.

Sonia Dougherty: "George Washington at Trenton"

d. Outlooks Through Literature, Scott, Foresman and Company, 1964.

Patrick Henry: "Liberty or Death"
Abraham Lincoln: "Gettysburg Address"
Franklin D. Roosevelt: "The Four Freedoms"
Colonel John Glenn: "A New Era"

2. Material from County Resource Center:

A Focus on Satire - master transparency
American Literature: Revolutionary Times - film
Persuasion and Argument - master transparency
Protest Writing: An American Tradition - Boxed set

PROCEDURE:

1. A bulletin board or collage could be composed showing pictures of people delivering speeches and meeting with one another. This could be contrasted with pictures depicting battles, violence and other situations illustrating force from past and present times. A discussion should follow evaluating forms of persuasion.

2. Have students read selections for a picture of life at this time.

3. Play records of essays and have the class guess who they think the speaker was and what he was like and why. An original essay could be included.

4. Provide the class with a picture of an important figure and direct them to list as many reasons they can think of as to why he is smiling or frowning or angry. This activity could be used for review or motivation.

5. Have the students read the sayings from Poor Richard's Almanac for their practicality and common sense. A comparison could be made with the "Poor Woman's Almanac" in The Ladies Home Journal.

6. Provide satirical selections and have the class note the word choice. Discuss the structure and intent of satire.

7. Students could be directed to write satirical passages.

PROCEDURE: (cont'd)

8. The stylic features of Paine's prose make "The Crisis" the persuasive document that it is. Paine's ideas can yield explosive class discussions. Students could analyze whether his philosophy would be followed in a time of crisis today.

9. Students should discuss why it was necessary to write a "Declaration of Independence".

10. One of the marks of a man's leadership is his ability to inspire those around him to work together. What other qualities are necessary? Have the students discuss which of our founding fathers and present leaders possess these qualities.

MODIFICATIONS AND VARIATIONS:

A unit on debate could be a follow-up. A collection of debates is available from the County Resource Center.

THEME: Festival

SUBJECT AREA: Language Arts

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Carroll County Secondary Schools Essay Contest

TYPE OF ACTIVITY: Individual Project (Contest)

OBJECTIVES: The student will further develop writing skills concomitant with helping celebrate the Bicentennial. The student will choose composition as a form of self expression.

MATERIALS AND RESOURCES:

Composition classes in each high school.
Access to local papers and radio stations for publicity.
Funding to offer bonds and certificates for prizes. Approximately $50 is needed per year; first prize - $25, second prize - $15, third prize - $10.
Selected Honorable Mention certificates.

PROCEDURE:

1. All contestants must be enrolled in grades 9-12 in the Carroll County Schools.

2. All essays must be between 350-500 words.

3. All essays must be typed, double spaced and on one side of standard sized paper.

4. Each essay must have a title page containing the following information:

   Theme:
   Title:
   Name:
   Address:
   Phone:
   School:
   Grade:

   The contestant's name should not appear anywhere else in the essay.

5. Also included on the title page must be the statement "I affirm that the following essay is my own". This should be followed by the contestant's signature. Also included must be the signature of a parent or guardian and a teacher or administrator.

PROCEDURE: (cont'd)

6. A student may submit more than one entry, but he or she may submit no more than one a theme area.

7. The essay must be sent no later than February 28, 1976 and received by March 7, 1976.

8. Entries are limited to one of three Bicentennial themes:

   a. Conserving Our National Heritage

   b. Continuing the American Revolution as a Process of Change and Improvement in American Life

   c. Focusing on America's Third Century

9. Essays will be judged by April 1, 1976. The panel of three judges might include: a retired high school teacher, a college composition teacher, a member of The Maryland Arts Council, a representative of the P.T.A., a member of a service or woman's group and a librarian. The decision of the judges is final.

10. Mail entries to:

    The Supervisor of Language Arts
    Carroll County Public Schools
    Box 500
    Westminster, Maryland 21157

    All entries become the property of the Carroll County Public Schools.

11. Prior to judging, each essay will be received by a screening committee composed of one member from each high school. One purpose is to remove the title page from each essay. After the title page and essay have been given the same identifying number, the essays will be numbered consecutively. They will also read each essay and elimate those which are clearly unsuitable. The remaining essays will be delivered to each of the judges.

12. Each judge will read the essays and rank the ten best. The preferences of each judge will remain private until they all meet to agree on the top three essays and those worthy of honorable mention.

13. Writers of honorable mentions and prize winners will be recognized at Festival Days and winning essays will be published in newspapers.

VARIATIONS AND MODIFICATIONS:

If funding is not available from the Carroll County Public Schools, other sources may be: Carroll County Council of P.T.A., service clubs, private firms or individuals.

THEME: Heritage

SUBJECT AREA: Drama, Language Arts

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Study of Early American Theater

OBJECTIVE: The student will contrast early theater in America with present day theater. The student will recognize the early opposition to drama had its source in a Puritanic aversion to amusements. The student will discover that the political aspects of the time had an impact on other areas of colonial life.

BACKGROUND INFORMATION:

In the early eighteenth century there was no accepted theater as we know it today. Early amusements consisted of hauling animals for exhibition from place to place. Variety shows evolved that were half acrobatic and half dramatic performances.

The origin of the first group of American actors is obscure. The early stageplayers met with the disgust of the Quakers. Legislation was passed to stop their entrance into New England.

The reading aloud of plays, romances and operas was a pastime in Virginia country houses and when the first company of players arrived from England to offer competition to the makeshift native troups they were warmly received in Williamsburg in 1752.

In order to gain successful entries into the New England colonies, managers adopted ingenious devices for avoiding legal inpediments. One way was to advertise a play as "a series of moral dialogues in five parts", giving a syllabus of the good to be gotten from Othello for example. Another device was to announce the opening of an "Histrionic Academy".

When the colonial movement against England began, there were outbursts against the theater since it was English in origin.

MATERIALS AND RESOURCES:

1. Pictures

Barton, Lucy. Historic Costume for the Stage. Boston: Walter H. Baker Company, 1935.

Davenport, Millia. The Book of Costume, Volume 1, New York: Crown Publishers, 1948.

PROCEDURE:

1. Students sketch or recreate an early theater.

2. Discuss a play that the students have read relating to what could have been presented as moral instruction to the colonists.

3. A syllabus (program) describing the moral teachings could be drawn up and a play presented as it would have been in the New England colonies. Students could compose appropriate advertising for the newspapers of that time or as posters to be distributed to the colonies.

4. The students should glean a picture of life at this time through their study of early drama and see how the early Christian beliefs and feelings between the colonies and England affected drama.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: 9 or 10

NAME OF ACTIVITY: Playing The "If" Game

TYPE OF ACTIVITY: Dramatization

OBJECTIVE:

Students will speculate on the different course of events which might have occurred if key actions had been taken in London contrary to those which actually took place.

Students will create and produce a play based on this theme.

BACKGROUND INFORMATION:

Taxation without representation was a grievance which might have been corrected rather easily. Nicholas E. Wyckoff has written a short novel, The Braintree Mission, imagining that British officials chose to do this by offering a peerage to a leading colonial citizen. John Adams was their choice and the "Braintree Mission" was the imaginary trip of Lord Hemynge to Braintree, Mass., to ask John Adams to become a member of the House of Lords. He refused.

MATERIALS AND RESOURCES:

Primary Source:

Wyckoff, Nicholas E., The Braintree Mission, New York: The Macmillan Co., 1957 (available at Carroll County Public Library).

Additional Sources:

Bowen, Catherine Drinker, John Adams and the American Revolution, Boston: Little, Brown, and Co., 1950.

Fritz, Jean, Case for a Revolution, Boston: Houghton Mifflin Co., 1972.

These and other biographical studies might be consulted by students to delineate more clearly the characters of John and Abigail Adams and others they may care to include in the play.

PROCEDURE: (suggested time allotment one or two weeks for the writing and rehearsing of play; one day for the performance; one day for debriefing)

1. Present the book, The Braintree Mission, as a delightful little novel to read, containing a theme which might be converted into a short play for the class.

PROCEDURE: (cont'd)

2. After one or more students have read the novel, assist them in recruiting a committee to write the play, cast the production, and rehearse for presentation to class.

3. Present play.

4. A debriefing session the day following the play could include:

   a. Commendations and tactful recommendations for the playwriters and actors, with the members of the class serving as drama critics.

   b. Consideration of Nicholas Wyckoff's theme and the consequences for our world today if his imaginary story had taken place and if John Adams had said "yes".

MODIFICATIONS AND VARIATIONS:

1. Should Lord Hemynge have approached other colonial leaders? Who should have been next? What might his response have been?

2. If the play is sufficiently good, it might be considered for performance before a larger audience.

THEME: Horizons

SUBJECT AREA: Language Arts

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Futuristics

OBJECTIVE: The students will comprehend the concept of revolution by examining various examples of revolution.

The student will encounter and evaluate the divergent opinions of his classmates.

The student will discover the common dynamics of leaders.

The student will speculate on futuristic ideas based on their conception and understanding of historical and present day events.

BACKGROUND INFORMATION:

Man has always looked to history as a guide for the present as well as the future. For hundreds of years, men have written about the future. Speculations have been based on fact and fantasy. Can we look to the past for guidelines? Will conditions that dictate our ways of life be just as essential or obsolete? Have the founders of our nation provided us with a workable strategy?

MATERIALS AND RESOURCES:

Any futuristic book selected by the teacher is appropriate. Some suggestions:

Asimon, Isaac, I Robot. Greenwich, Connecticut: Lawcett Publications, 1950.

Bradbury, Ray, Fahrenheit 451. New York: Ballantine Books, 1953.

Clarke, Arthur C., Childhood's End. New York: Ballantine Books, 1953.

Wells, H. G., The Time Machine. New York: Berkley Publishing Corp.

PROCEDURE:

1. Students will select one revolutionary and one contemporary leader for a possible Hall of Fame. A list of reasons should be compiled to substantiate the nominations.

2. Have the students examine the values of the revolutionary heroes. Are their values consistent with today's society? Is the Constitution so flexible that it could be considered a chart for the future?

PROCEDURE: (cont'd)

3. The students should define and discuss the Spirit of '76. Does that spirit still exist today?

4. The students should discuss what types of revolutions are present today? What changes are desired?

5. Are there usually two sides to a controversial question or many sides? Can we prevent, invent or alter the future.

6. Involve the students in a discussion as to whether our founding fathers would approve of today's society. What reasons could individuals working in have for wanting to be alive in the future?

7. The students could speculate on the construction of a time capsule for 2176. What items would they include that are representative of our time? Of our past?

8. The students should be introduced to the various views of the future which exist among some contemporary futurists after they imagine what the future will be like.

9. The students could sketch views of the future as to hair styles, clothing or dwellings. They could make scale models of machines. They could write and re-enact a typical day in some agreed upon future time.

VARIATIONS AND MODIFICATIONS:

The entire unit could be used for an independent study project.

THEME: Heritage, Horizons

SUBJECT AREA: Music

GRADE LEVEL: 6-8, 9-12

NAME OF ACTIVITY: Musical of 1776

TYPE OF ACTIVITY: Record With Selected Questions

OBJECTIVE: The students will develop the concept of how the music relates to drama during the revolutionary period.

BACKGROUND INFORMATION:

The musical of 1776 is a contemporary musical based around a selected number of incidents during the revolutionary times.

MATERIALS AND RESOURCES:

Recording - 1776 (Columbia Records)
Selected question - Baltimore Co.
Score of musical

PROCEDURE:

1. Provide the students with an outline of information on the characters and situations.
2. Divide students into groups of four or five and provide key questions for each scene.
3. Each group should have a cassette recording of the musical.
4. Each group should answer the questions concerning the musical from the tape.
5. Reform into one large group and discuss questions and answers.
6. Direct students in following parts of the score while listening to the musical -- use opaque projector.
7. Students sing one or more of the more popular songs from the show.

Baltimore County Curriculum

1776: A NEW MUSICAL

Musical Lyrics by Sherman Edward

Book by Peter Stone

The Place

Philadelphia - The Chamber and Anteroom of the Continental Congress, A Mall, High Street, Thomas Jefferson's Room, and certain reaches of John Adams' mind.

The Time

Scene 1 - The Chamber of the Continental Congress

1. What two matters troubled the members of the Continental Congress?
2. What is meant by the statement, "open the window"?
3. What arguments does John Adams use for independence?
4. Why do the members say: "Sit down, John."?
5. When John Adams finally leaves the Chamber, what complaint does he address to the Almighty?
6. What does Adams mean by: Piddle, Twiddle, and Resolve?
7. What imaginary conversation does John have with his wife, Abigail?
8. In the close of the convention, what promise does John Adams make to Abigail?

Scene 2 - The Mall

1. While Benjamin Franklin is having his portrait painted, what complaints does Adams make to him about Congress?
2. How does Franklin reply?
3. Who does Franklin suggest should introduce the resolutions for independence?
4. How does Adams react?

5. What does Lee promise?

Scene 3 - The Chamber

1. What progress is made in the resolution for independence in this scene?

2. What events are holding it up?

3. What men are eliminated from writing a Declaration? Why? On whom do they settle?

Scene 4 - Jefferson's Room Above High Street

1. What does Jefferson do as he arrives?

2. What are the reactions of Franklin and Adams to Martha Jefferson's beauty?

3. What do they wonder?

4. How does Martha Jefferson reply?

5. What other excellent qualities did Jefferson have which are not mentioned in his record?

Scene 5 - The Chamber

1. Why is Congress unable to reach a decision in this scene?

2. What bad news arrives from Washington?

3. What committee takes off to investigate?

4. Who takes over in Congress when this committee leaves?

5. What are their views?

6. Are there still men in America who think like this group?

7. Where are they found?

8. What is injected here by "the little people"?

9. What notes of sadness are added by this group?

Scene 6 - The Congressional Anteroom

1. Who are the farmer, lawyer, and sage who now sit hearing the original draft of the Declaration of Independence being read and being hacked to pieces?

2. What reference is made to the "Eagle"?

3. Why was it chosen?

4. To whom does the shell belong?

Scene 7 - The Chamber

1. What accusation does Rutledge make to Adams about New England's involvement in the profits of slavery?

2. Does Rutledge feel slavery is a moral issue or a question of money?

3. Although Adams is in despair, how does he show forth in the final outcome of the resolutions for independence?

4. Why does he call out: "Is anybody there?"

5. Who are the thirteen delegates from the thirteen colonies whose names are called in the final roll call?

6. Do you think this musical, which is a big hit on Broadway, indicates that there is a revival of patriotism in America?

7. What passages in the record center on the theme of patriotism?

8. Do you think that there has been a decline of patriotism since the beginning of the Korean War?

9. Do you think this is good or bad? Why?

THEME: Heritage, Horizon

SUBJECT AREA: Music

GRADE LEVEL: 5-6, 7-12

NAME OF ACTIVITY: Two Views of the Liberty Song

TYPE OF ACTIVITY: Interpreting the Meaning of Folk Songs

OBJECTIVE: The student will be able to perform a Revolutionary song. The students will be able to compare the opposing views of the Revolution through different verses of the same song.

BACKGROUND INFORMATION:

Many times, the Ballads of the Revolution used the same tunes, but the verses were different. Two versions of this song show how two sides can view the same issue from opposite perspectives. The Liberty Song's tune is "The Heart of Oak" and the two views were the Patriots and the Tories.

MATERIALS AND RESOURCES:

Ives, Burl, The Burl Ives Song Book. New York: Ballantine Books, 1953.

Seidman, Laurence, "Teaching About the American Revolution Through Its Folk Songs," Social Education, November 1973.

PROCEDURE: (suggested time allotment 1 class period)

1. The teacher will teach the melody of the song to the students and learn one verse.
2. The student should be aware of the feelings on the two opposing sides.
3. Have students read the verses of the song and then try singing with the feelings of the Patriots.
4. Let the students read the verses of the Tories view, then sing the song with the Tories' verses.
5. Have the students form two groups, with one group performing the view of the Tories and another group singing the patriot's song.
6. Using this song as an example, let each group take a common subject with opposing views and let them write a song using the tune of "Green Eyes".

"The Liberty Song" and "The Parody to the Liberty Song" on page 125 were removed from this document prior to its being submitted to the ERIC Document Reproduction Service in order to conform with copyright laws.

The two songs can be located in the Journal Social Education, November 1973 issue by Seidman, Laurence, "Teaching About the American Revolution Through Its Folk Songs,".

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 6-8, 9-12

NAME OF ACTIVITY: Relating Folk Songs to Historical Events

TYPE OF ACTIVITY: Lecture-Discussion

OBJECTIVE: The student will identify incidents in the Revolutionary period through folk songs.

BACKGROUND INFORMATION:

Major John Andre traveled up the Hudson River to meet General Benedict Arnold. Andre received plans to allow the British to attack West Point. On the way back to the British lines, Andre was captured, tried and was convicted of spying. He was hanged.

MATERIALS AND RESOURCES:

Seidman, Laurence, "Teaching About the American Revolution Through Its Folk Songs? - Social Education, November 1973.

Scott, John, The History of the United States in Song and Story. New York: Bantam Books 1972.

PROCEDURE:

1. The teacher should sing the ballad.
2. The song should be put in historical context by telling the story of events leading up to this incident.
3. Introduce the two main characters, Andre and Arnold and discuss why each man was forced into this situation.
4. Divide the class into two groups. Each group should take one version and then tell the story in that context.
5. Let the students learn the tune then sing both sets of verses.
6. A small group could be formed with a student playing the guitar while performing for the whole class.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 8-12

NAME OF ACTIVITY: Augmentation; Diminution

TYPE OF ACTIVITY: Musical Compositional Devices

OBJECTIVE: The students will discover how augmentation and diminution can be manipulated in contracting a musical composition.

BACKGROUND INFORMATION:

William Schuman used the melody of Chester in the final movement of his orchestra composition "New England Triptych". In this movement, he uses extensively the devices or diminution and augmentation to create a variation on an old Revolutionary tune.

MATERIALS AND RESOURCES:

Making Music Your Own, Bk 7
Chester - Billings
"New England Triptych" by William Schuman

PROCEDURE: (suggested time allotment two different periods)

1. The students should follow the score of Chester while the teacher plays it on the piano and answer the following questions.

   a. How many phrases does the melody have?
   b. Is the hymn sung in harmony or in unison?

2. The teacher should play the phrases of the song out of order and let students try to identify them by number.

3. Give the example of a melody with and without augmentation then let student decide on a definition of augmentation.

4. The teacher should give an exercise of a melody and let students do the augmented melody.

5. The teachers should use same procedure for diminution but always singing the exercises.

PROCEDURE: (cont'd)

6. The students should try a final exercise in which the melody is given and the student has to write the augmented and diminished form of the melody.

7. After the students clearly understand augmentation and diminution, play the recording of Schuman's "New England Triptych", while showing the students the use of the two compositional devices.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Revolutionary Sing

TYPE OF ACTIVITY: Records and Role Playing

OBJECTIVE: To acquaint the student with the Revolutionary Folk Song and its purpose in colonial times.

BACKGROUND INFORMATION:

Folksongs are primary, historical documents that reveal much of the feelings, emotions, hopes and fears of the people. Set in their proper perspective, these songs can help students learn a great deal about the social mores and the economic and political learning of the day.

During colonial times newspapers were scarce, many people were illiterate, and one of the most important ways to convey news of what was happening and which events were making the headlines was through ballads. These were printed in the weekly newspapers, struck off on broadsides and hung up in inns, Taverns, barns, on the village green and wherever people gathered. For every incident or battle, someone would dash off verses, set them to a well-known tune of the day, and soon the news would be sung throughout the colonies and in England.

MATERIALS AND RESOURCES:

"The Liberty Song" can be found in the following record.

"The American Revolution Through Its Ballads Folk Songs", sung and narrated by Bill and Gene Yon and John Scott, Heirlooms records.

PROCEDURE: suggested time allotment 45 minutes.

1. Teacher should learn the song through use of record, piano, guitar, or whatever is available.
2. Present to students by placing the song in its historical context and tell the story of the events leading up to the incident.
3. Sing the song for the students.
4. Pass music to them using shaped note version and conventional notation.

PROCEDURE: (cont'd)

5. Allow for discussion of Revolutionary musical notation versus contemporary notation.

6. Have the students sing the song with you until they have the tune.

7. Discuss the historical significance of the song.

8. Discuss the atmosphere in which the song was first sung.

9. Simulate the atmosphere and allow two or more students to sing the song.

VARIATIONS AND MODIFICATIONS:

1. Find contemporary songs which express the same emotions and attitudes.

2. Do a recital type program contrasting Revolutionary ballads to contemporary ballads.

3. Use the same lesson procedure to study contemporary ballads.

Books on Revolutionary and American Music

Scott, John Anthony, The Ballad of America: The History of the United States in Song and Story. New York: Bantam Books, Inc. 1972.

Ives, Burl, The Burl Ives Song Book: American Song in Historical Perspective. New York: Ballantine Books, 1953.

Moore, Frank, Songs and Ballads of the American Revolution, Reprint edition, Port Washington, New York: Kennikat Press 1964.

Brand, Oscar, Songs of '76: A History of The Revolution. New York: M. Evans and Company 1973.

Lomax, John A. and Alan, Folk Song, U. S. A. New York: Signet Books, 1966.

Downes, Olin and Elie Siegmeister, A Treasury of American Songs, 2nd Edition. New York: Consolidated Music Publishers, Inc., 1943.

Ames, Russell, The Story of American Folk Song, Reprint Edition. New York: Grosse and Dunlop 1960.

Marrocco, Thomas W. and Harold Gleason, Music in America, An Anthology from The Landing of the Pilgrims to the Close of the Civil War 1620-1865. New York: W. W. Norton.

Chase, Gilbert, America's Music, McGraw Hill Publishing, New York.

Howard, John, Our American Music, Crowell Publishing.

Lowens, Irving, Music and Musicians in Early America, Norton Publishing.

Mellers, Wilfrid, Music in a New Found Land, Knopf Publishing.

Ellinwood, L., The History of American Church Music, New York: Morehouse-Gorham Co., 1953.

Sonneck, O. G., A Bibliography of Early Secular American Music (18th Century), New York: DaCapo Press, 1964.

Sonneck, O. G. Early Concept Life in America (1731-1800), Leipzig: Breitkopf and Hartel, 1907.

Elson, L. C., The National Music of America and its Sources. Boston: L. C. Page and Company, 1900.

Birge, E. B., The History of Public School Music in the U. S. Philadelphia: Oliver Ditson Co., 1937.

Ewen, D., Music Comes to America. New York: Crowell and Co., 1942.

Periodicals

Mauer, M., "The 'Professor of Musick' in Colonial America", Musical Quarterly XXVI (1950), 511.

Goldberg, I., "The first American Musicians", American Mercury XIV, 67.

Lindstrom, C. E., "William Billings and his Tunes", Musical Quarterly XXV (1939), 479.

Kidson, F., "Some Guesses about Yankee Doodle", Musical Quarterly III (1917), 98.

Maginty, E. A., "America, The Origin of Its Melody", Musical Quarterly XX (1934), 259.

Garbett, A. S., "America's First Great Musical Pioneer", Etude May.

Sabin, R., "Early American Composers and Critics", Musical Quarterly XXIV (1938) 210.

Films and Filmstrips

America: Its History Through Music, P70R-1 (fs)

Singing Nation, P70R-2 (fs) (Multimedia sets include: 2 filmstrips with record, 1 listening record, 20 student booklets, 1 teacher guide) $30.00 each, Keyboard Publications, Inc., 1346 Chapel St., New Haven, Connecticut, 06511.

Songs of the American Revolution (Our American Heritage of Folk Music) 7R (51 frames, 13 minutes) (fs), Lyons, 530 Riverview Ave., Elkhart, Indiana, 46514.

Music of Williamsburg (film) LCF: A61-265, AV Distribution Section, Colonial Williamsburg, Box C, Williamsburg, Va. 23185

Folk Songs in American History, B/S 125 & 126 (Resource Center)

The Music of American Composers, Part 1, 2, 3, T/118, T/119, T/120.

A Treasury of American Folk Songs and Ballads (The Burl Ives Sing-Along Song Book) (available in each school).

Instrumental Music of Related to Bicentennial

Grade I

Composer	Title	Publisher
Billings	"Chester"	Pro Art
MacDowell	"To a Wild Rose"	Staff
Jackson	"Little English Suite"	Whitmark
Jackson	"Three Songs of Colonial America"	Whitmark
Carter	"Miniature Chorale and Fugue"	Hansen

Grade III

Grundman	"American Folk Rhapsody"	Boosey & Hawkes
Madden	"A Colonial Rhapsody"	Marks
McKay	"Folk Song Variants"	Boston

Grade IV

Leiszen	"Folksongs for Band"	Summy-Bichard
LoPrest	"Elegy for a Young American"	Presser

Grade V

Byrd-Jacobs	"William Bryd Suite"	Boosey & Hawkes
Copland	"Variations on a Shaker Melody"	Boosey
Coker	"With Bugle Fife and Drum"	Presser
Jenkins	"American Overture for Band"	Presser
Wagner, J.	"American Jubilee Overture"	Remick

Grade VI

Bennett	"Suite of Old American Dances"	Chappell
Jacob	"Flag of Stars"	
Schuman	"Chester"	Presser
Schuman	"George Washington Bridge"	G. Schirmer

Early American Music

This is by no means a comprehensive list of all early American choral music cut may be helpful as a guide to finding materials:

Sacred Early American Music - Octavos, Series, Books, SATB. "Down East Spirituals" by Jacob Kimball, edited by Oliver Daniels, Publisher, C. F. Peters Corp.

SATB or TTBB "Deep North Spirituals 1794" by Supply Belcher, edited by Oliver Daniels, Publisher, C. F. Peters Corp.

SATB "God of Our Fathers" by Joseph G. Maddy, for chorus, orchestra, band or combined, Publisher Neil A. Kjos Music Co.

SATB "No. 1-4 of William Penn Reflections" by Daniel Moe, Publisher Augsburg Publishing House.

SATB "O Praise The Lord of Heaven", an anthem for Thanksgiving by William Billings, Octavo No. 98-2196, Concordia Publishing House.

Three and Four Part Mixed Chorus "Community Anthems of Early America", collected and edited by Charles E. Lindsley, published by Associated Music Publishers, Inc., New York.

SATB Octavous 1771 "Two Fuging Tunes" by William Billings.

"US 1770 - Three Early American Anthems" by W. Billings.

"US 1772 - Two Thanksgiving Anthems" by Lowell Mason.

"America's Choral Heritage", Published by Hope Publishing Company.

SA, TTB, SSA "A Shaker Worship Service" arranged by Salli Terri, published by G. Schirmer, Inc.

The Western Wind American Tune-Book edited by Lawrence Bennett, published by Broude Brothers Limited.

SATB "Songs of Praise From Early America" edited and arranged by Don McAfee, Publishing Bourne Co.

SATB "The Hebrew Children" Octavo 51323, Publisher G. Schirmer, Inc.

SATB, William Billings, Octavo series edited by Oliver Daniels, Publishing C. F. Peters Corp.

SATB "The Best of Billings", a series of choral compositions by William Billings, Walton Music Corp., publishing.

Landmarks of Early American Music, a collection of 32 compositions compiled, arranged, and edited by Richard Franko Goldman and Roger Smith for orchestra, band, or mixed chorus, Publisher G. Schirmer, Inc., New York.

Early American Sacred Music Series, edited by Johannes Riedel Publisher, Augustana Book Concern, Rock Island, Illinois.

"Sacred Choral Music from Colonial America" by William Bullings, edited by Leonard Van Camp, Concordia Publishing House.

"Early American Fuguing Tunes" edited by William J. Reynolds, Carl Fischer, Inc.

"Early Psalmody in America, series I, no. 6085" The Ainsworth Psalter, C. F. Peters Corp.

"Wondrous Love" arranged by John Niles, Octavo No. 10970, G. Schirmer, Inc.

"Two Hymn Tunes" CS698, CS361 by Jacob French, editor Vito E. Mason. Word Inc., Box 1790, Waco, Texas 76703.

"Edson Hymns and Fuguing Tunes" by Henry Cowell. Amp, 1 West 47th Street, New York 36, New York.

"The Lark" CRS-28 by William Billings.

"Now Shall My Head Be Lifted High" CRS-29 by William Billings, Word Inc., 4800 W. Waco Drive, Waco Texas 76703.

"Hymns from The Old South" arranged by Virgil Thomson, H. W. Gray Co., Inc., New York.

Octavo SC15, SC16, "Time What An Empty Vapor Tis" by William Billings, San Antonio, Texas 78206

"Early Colonial Classics", Octavo 10309, 10324, 10325, 10675, G. Schirmer, New York.

"Sacred Early American Recorded Music" Robert Shaw Choral Series, Octavo 51308, 51309, 51310, 51311, 51321, 51322, 51223, 51324, G. Schirmer, Inc.

"Simple Gifts" Octavo 11869, Marie Pooler, G. Schirmer, Inc.

Robert Shaw Choral Series, Octavo 51308, 51309, 51310, 51311, 51321, 51322, 51323, 51324, 51330, 51331, 51332, 51333, 51334, 51340, 51341, 51342, G. Schirmer, Inc.

Christmas - Early American Sacred Music (SATB)

"A Virgin Unspotted" by William Billings. Summy-Birchard Co., Evanston, Ill.

"While Shepherds Watched Their Flocks by Night", by William Billings. Alfred Music Co., Inc.

"As Shepherds Were Guarding Their Sheep", by William Billings. Afred Music Co., Inc.

"The Christmas Music of William Billings", C. T. Wagner Music Publishers, A Division of Vander Slays Graphics, Inc., Washington, D. C. 20009.

"Three Early American Christmas Carols", APM-676, by William Billings, Ed. Barbara Owen, Abingdon Press.

"The Angel's Carol" by William Billings, Pub. C. F. Peters.

"Bethlehem" by William Billings, Pub. C. F. Peters.

Easter (SATB)

"Two Easter Anthems" by William Billings, Pub. C. F. Peters.

"The Lord Is Ris'n Indeed" by William Billings, Pub. C. F. Peters.

Thanksgiving (SATB)

"Two Thanksgiving Anthems" by Lowell Mason, Ed. by Elwyn Wienandt. Hope Publishing Company.

American Folksong List (SATB)

"American Folk Songs Program Favorites" by Walter Ehret. Album RLP 5028 and Monaural Album RLP 8034.

"American H. S. Sing American Folk Songs", Sam Fox Publishing Co., RCA Building Radio City, New York 20, New York.

"Stephen Foster Memorial Choral Series" by Walter Ehert, Sam Fox Pub. Co.

Row Octavo Series, 748 Coffee Grows on White Oak Trees, 749 All the Pretty Little Horses, 750 Jennie Jenkins, Folk Songs - mixed voices with piano, string bass and guitar. Pub. William R. Fischer.

"Wilson Concert Arrangements of American Folk Songs", Hall and McCreary Corp. Minneapolis.

"Songs of the North and South 1861-1865", Pub. Carl Fischer, Inc., 62 Cooper Sq., New York.

Octavo 11882 "The Water is Wide" by Pooler, Pub. G. Schirmer.

"Americana - 3 American Folk Songs", A847, Pub. Shawnee Press, Inc., Delaware Water Gap.

"Yankee Doodle" by David G. Hindley, Galliard Limited.

Encore Choral Series by Ralph Hunter, Pub. G. Schirmer, Inc.

Folk Songs and Old Melodies of Many Lands, published by Galaxy Music Corp. New York.
"Poor Wayfar'in Man O'Grief"
"Susquehanna's Indian Song"
"Tennessee Mountain Morning Hymn"
"Tennessee Mountain Psalm"

Gregg Smith Choral Series, published by G. Schirmer.
"The Blue Tail Fly" Oct. 10939
"Blow The Candles Out" Oct. 11365

Robert DeCormier Choral Series, published by G. Schirmer.
"Johnny Has Gone For A Soldier" 51279
"Soldier, Soldier Won't You Marry Me" 51280
"In The Good Old Colony Days" 51281
"I Been In The Storm So Long" 51282

Revolutionary Etude for T.T.B.B., Arr. Bennett, Octavo 51773, Revolutionary War Medley "Yankee Doodle" and "Chester", Pub. G. Schirmer, Inc.

Keith Clark Choral Series, Pub. by J. Fischer and Brothers.
No. 9666 Pretty Saro S.A.T.B.
No. 9868 One Wintry Night
No. 9869 At The Foot of Yon Mountain
No. 9894 Lord, Thou Hast Searched Me

Robert Shaw Choral Series, Pub. by G. Schirmer, Inc.
No. 552 The Soldier Boy
No. 553 Bunker Hill
No. 554 The Death of General Washington
No. 586 The Death of Nathan Hale

Robert Shaw Choral Series, Pub. by G. Schirmer, Inc.
Oct. No. 501, 502, 503, 552, 553, 554, 586, 587, 643, 644

Old American Songs, Pub. by Boosey and Hawkes, Adapted by Aaron Copland,
Set 1 and Set 2.

"Political and Patriotic Music of the American Revolution"
Ed. Gillian Anderson
C. T. Wagner, Music Publisher
P. O. Box 21127
Washington, D. C. 20009

Old American Folk Songs, Pub. by J. Fischer and Brothers, Glen Rock, N. J.
Octavo 6656, 6657, 6711 6737, 6837, 6838, 7076, 7077, 7078, 7184, 7185,
7220, 8746, 9615

Octavo 63 Morpheus - Paris
72 French Monmouth
74 Jordan
Pub. by Edward B. Marks Music Corporation

The Old Harp Singers of Nashville, Tenn., Series of Old American Folk Songs,
Pub. by J. Fischer and Brothers, Glen Rock, N. J.

"Consonance" and "Modern Music" by William Billings, Music Press, Inc.,
130 W. 56 Street, New York 19, New York.

"Fare You Well, My Friends" by William Billings,
No. 66337, Pub. C. F. Peters.

"Chester" by William Billings,
No. 66334, Pub. C. F. Peters.

"The Bird" by William Billings,
No. 66335, Pub. C. F. Peters.

"Lamentation Over Boston" by William Billings,
No. 66339, Pub. C. F. Peters.

"Modern Music" by William Billings,
No. 66340, Pub. C. F. Peters.

"Johnny Has Gone For A Soldier" by Arr. James E. Dooley,
Pub. by Franco Colombo, a Division of Belwin/Mills Pub.

Patriotic and Brotherhood

"Stand Up and Cheer!" 08062840.
"America, There's So Much To Say" 08002120
"Battle Hymn of The Republic" 08004120
"The Voice of Freedom" 08071200
By Johnny Mann's "Stand Up and Cheer" Choral Library, Pub. Hal Leonard Pub. Corp.

"The Battle Hymn of The Republic" 51769
"The Star-Spangled Banner" 51772
"America The Beautiful" 51771
"Revolutionary Etude" 51773 T.T.B.B.
"Northern Lights" 51776
"America" 51770
"Southern Comfort" 51775
"Columbia, The Gem of The Ocean" 51777
Choruses From America The Beautiful Recorded on RCA Album - LSC 2662, Arr. Robert Russell Bennett, Pub. G. Schirmer, Inc.

"The Force of Freedom" by G. Overgard for Band with Optional Mixed Chorus, Octavo B-313, Pub. Neil A. Kjos Music Co.

"Shrine of Democracy", SATB Chorus, by Paul Yoder, Ed. LC5, Pub. Loop Music Publishing Company.

"I Have a Dream" by Phyllis Reed
Octavo 1.2549.1, Pub. Galaxy Music.

"We, The People" by Richard Maltby, R3-207, Octavo 08071620, Pub. by Hal Leonard Corp.

"What Does It Mean To Love Your Country" by Feldstein-Strommen.
"Their Finest Hour" by Walter Ehret, Pub. by Alfred Music Co.

"State of The Union" by J. Chrismoore, The Heritage Music Press.

"America The Beautiful" by Alice Jordan, The Heritage Music Press.

"Testament of An American" for Mixed Chorus SATB and Piano, Band or Orchestra Music by Alfred Reed, Belwin Mills Pub. Corp.

"The Pledge of Allegiance" by Alfred Reed, Pub. by Belwin/Mills Pub. Corp.

Cantata and Musical Type Materials

"The Song of America" (Musical SAGA of America from 1492-1863) by Roy Ringwald, Pub. by Shawnee Press.

"A Cry For Freedom" (The Music of William Billings), Compiled and Edited by Leonard Van Camp, Pub. by Somerset Press, Carol Stream, Illinois 60187, $1.95.

"They Called Her Moses" Based on Traditional Negro Materials, For Mixed Voices, Soloists and Narrator with Piano Accompaniment by Robert De Cormier and Donald McKayle, Pub. by Lawson-Gould Music Pub. Inc., 609 Fifth Ave., New York, N. Y. 10017, $2.00.

"Clambake on The Potomac", by John Edmunds; Five American and English Folk Songs set for Soloists, Three-Part Chorus of Mixed Voices, Piano and Large Battery, Lawson-Gould Music Publishers, Inc., $1.50.

A New England Chronicle, "Sweet Freedoms Song", A Cantata for Chorus and Orchestra with Soporano and Baritone Solos by Robert Ward, Highgate Press, New York, Galaxy Music Corp., New York, $4.50.

Revolutionary Portrait, "Songs of The American Revolution", Musical Settings by Robert DeCormier, Narration and News Texts by Louise Dobbs, Lawson-Gould Music Pub., $3.00.

A Music Educators National Conference Bicentennial Song List will be published in the near future.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Shuffleboard

TYPE OF ACTIVITY: Game for Colonial Olympics Activity

OBJECTIVE: To push wooden or metal discs into scoring areas and to knock the opponent's discs out of scoring areas.

BACKGROUND INFORMATION: This game is to be played on smooth surfaces.

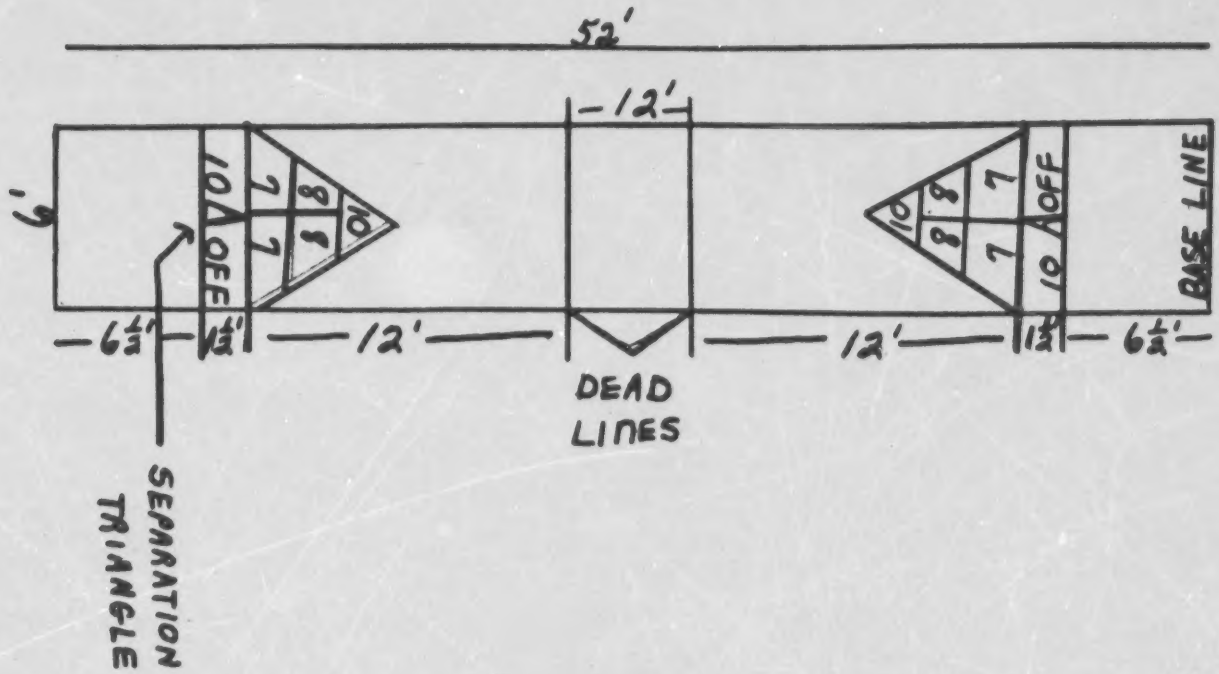
MATERIALS AND RESOURCES:

8 discs, 4 for each player or each team
1 cue for each player

PROCEDURE: (suggested time allotment 30 minutes)

1. Two persons can play against each other or four people can form two opposing teams.

2. The players take turns shooting from the 10-off space. A player scores 10 points for each disc in the 10-area; 8 points for the 8-area; 7 points for the 7-area. Ten points are subtracted for each disc in the 10-off space. After all the discs have been pushed, players add up their scores and move to the other end of the court and continue play. The winning score may be 50, 75, or 100 points.



THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 4-12

NAME OF ACTIVITY: Horseshoes

TYPE OF ACTIVITY: Tossing Game - Colonial Olympics Activity

OBJECTIVE: To toss horseshoes as close to or around the stake.

BACKGROUND INFORMATION: This game originated in Roman Army Camps about 100 A.D. The Romans introduced the game into England and the English brought it to America.

MATERIALS AND RESOURCES:

2 horseshoes per person or team
2 stakes (iron or metal)

PROCEDURE: (time allotment 10-30 minutes)

1. If two or three play a game, they compete individually. If four play, two people make up each team.

2. If competing individually, each player pitches a horseshoe towards the opposite stake. Then each player pitches the second horseshoe.

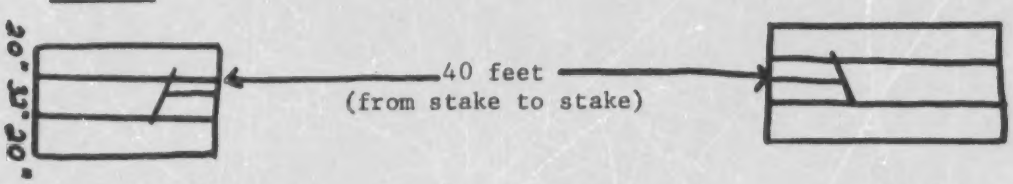
3. If competing on a team basis, one member of each is located at each end of the court.

4. When pitching horseshoes, hold the horseshoe in the hand and pitch it underhand.

5. Scoring: Ringer - a horseshoe that circles the stake so that a ruler can touch both points of the shoe without touching the stake. A ringer scores three points. A shoe that lands within six inches of the stake scores one point. A leaner, a shoe that leans against a stake, scores one point.

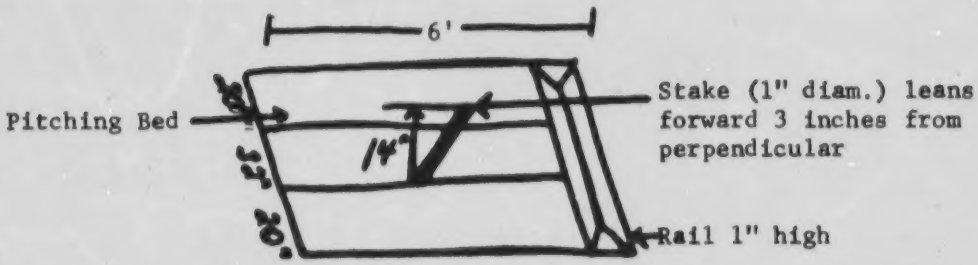
6. Two Methods of Scoring: Cancellation - A game usually consists of 50 points. If opposing players throw ringers or shoes that land equally close to the stake, the shoes cancel each other. Points are scored by counting the ringer or shoe closest to the stake which is not tied by the opposing player. Count All - Consists of 25 innings (50 shoes thrown by each player). All ringers and shoes within six inches of the stake are scored according to point values.

DIAGRAM



PROCEDURE: (cont'd)

Measurements of Pitching Box



VARIATIONS AND MODIFICATIONS: In elementary school, reduce number of total points to win and decrease pitching distance.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Quoits

TYPE OF ACTIVITY: Tossing Game - Colonial Olympics Activity

OBJECTIVE: To toss a quoit at a peg or as close as possible to a peg.

BACKGROUND INFORMATION: Quoits was played in England during the 1300's where it may have developed from horseshoes.

MATERIALS AND RESOURCES:

Two quoits (metal or rubber ring for each player)
Two pegs

PROCEDURE: (suggested time allotment 15-30 minutes)

1. Two pegs stand 1 inch above the ground and 54 feet apart.
2. The quoits have a rim 2 inches wide, with a 4 inch hole in the center.
3. Each player stands beside one peg and throws two quoits at the other peg. A ringer is a quoit that encircles the peg and equals 3 points. A leaner is a quoit that leans against the peg and equals 2 points. If there are no ringers or leaners, the quoit closest to the peg counts as one point.
4. The player who gets 21 points first is the winner.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: 5-12

NAME OF ACTIVITY: Croquet

TYPE OF ACTIVITY: Striking - Colonial Olympics Activity

OBJECTIVE: To complete the course before one's opponent(s).

BACKGROUND INFORMATION: Started in France in the 13th Century. Then it spread to Ireland and England where, by the middle of the 19th Century, it had become a major sport.

MATERIALS AND RESOURCES:

9 wickets
2 stakes
1 mallet per player
1 ball per player

The course should not exceed 40' in width and 75' in length

PROCEDURE: (suggested time allotment 20-30 minutes)

1. To begin a round, the ball is placed between the starting post and the first wicket. From there it is struck through wickets 1 through 7 and after hitting the turning stake it is returned to the starting stake via wickets 7,6,8,4,9,2,1.

2. The ball must be struck with face of mallet. A player is entitled an additional stroke for hitting a ball through the wicket. A player receives two additional strokes for passing through wickets 1 and 2 or 6 and 7 in either direction with one stroke. A player continues play until he wins or fails to obtain an additional stroke.

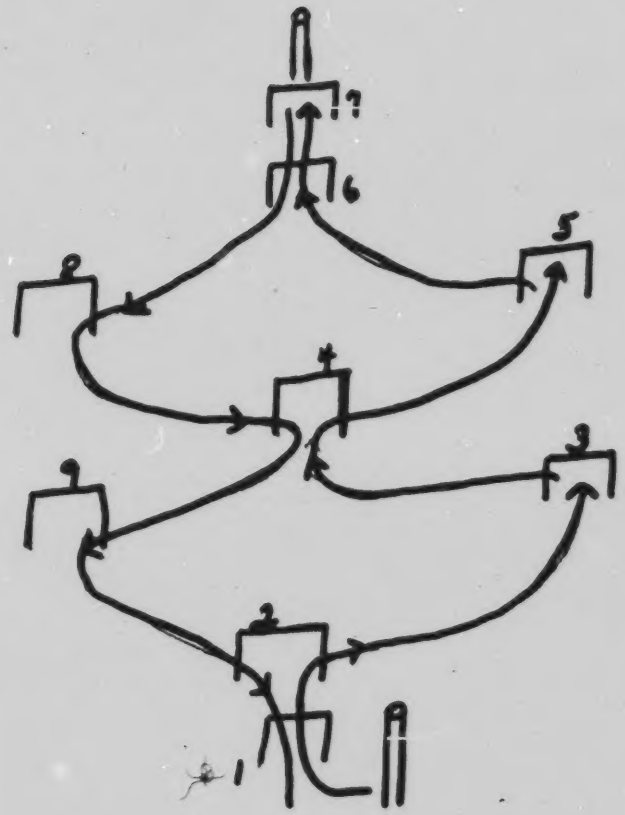
3. There are many variations as far as "poison" and "sending" an opponent's ball. One variation is: Two extra strokes are earned for hitting another ball, provided the player has not done so since passing through his last wicket. This is called "roqueting". A roqueted ball allows the player one of three options: (1) sending an opponent's ball (2) move his own mallet head away from the roqueted ball before taking his two strokes (3) play his own ball from the position where it came to rest.

VARIATIONS AND MODIFICATIONS:

When playing croquet in the upper elementary school, start out by playing the first rules on this page. This will allow the game to progress more quickly.

DIAGRAM

Croquet



THEME: Horizons

SUBJECT AREA: Science

GRADE LEVEL: K-12

NAME OF ACTIVITY: Looking Behind and Looking Ahead from Right Now

TYPE OF ACTIVITY: Brainstorming - Speculation

OBJECTIVE: After a study of the past and present materials in a science unit, students will speculate as to how this science will be used to change life 100 years in the future.

BACKGROUND INFORMATION:

It is difficult, if not impossible, to predict the future. Huxley tried to predict centuries ahead in his Brave New World forty years ago. Today many of his predictions are coming true. Nevertheless it is refreshing and stimulating for the mind to dream and wonder with curiosity. Possibly such a mental "stretch" may return some from a learning slump back into the realm of learning.

MATERIALS AND RESOURCES:

1. Magazines: Time, Newsweek, Science News, Science Digest, Nature, Scientific American, Astronomy.

2. Books by experts on predictions into the future such as:

   Fuller, Buckminster R., Utopia or Oblivion. Toronto, New York: London: Bantam Books, 1969.

   Toffler, A., Future Shock, 3 Science Fiction Books.

PROCEDURE:

1. Finish science unit.

2. Investigate recent material pertaining to the unit in magazines and books.

3. Discuss as a group all accumulated materials in relation to how they will affect the future.

THEME: Heritage

SUBJECT AREA: Physical Science

GRADE LEVEL: 9

NAME OF ACTIVITY: A Basic Inquiry into the Nature of Electricity with Ben Franklin

TYPE OF ACTIVITY: Student Laboratory Inquiry

OBJECTIVE: The students are to construct a model to explain the action of the Leyden Jar.

BACKGROUND INFORMATION:

Franklin was the foremost of all 18th century American scientists, and he was considered a scientific genius by his contemporary European scientists. His brilliant reasoning and explanation of the Leyden Jar was in essence "the invention of the electrical condenser, one of the most useful elements in circuit theory, a device that was to be used in every radio, television set, telephone circuit, radar transmitter, cyclotron and cosmotron. He also maintained that electricity could be neither created nor destroyed and that it "had to be composed of subtile particles"[1]. A century and a half later J. J. Thompson discovered the electron and laid the foundations of modern electron theory paid tribute to Franklin.[2] Hence, in this investigation we become co-investigators with the great Franklin.

MATERIALS AND RESOURCES:

Wilson, Mitchell, American Science and Invention, New York: Simon and Schuster Pub., 1954. (An excellent book from which the two foot notes are taken in the background. See pgs. 20-21 for the Franklin-Leyden Jar experiments. Book is in Westminster Senior High Media Center. It is a reference book not to be checked out, but xeroxed copies of pgs. 20 and 21 could be made.)

Stein, R. Conrad, Benjamin Franklin Inventor, Statesman, and Patriot, Rand McNally and Co. (good).

A leyden jar for each team is needed. Probably a rubber rod and cat's fur would do to charge it. Hopefully, this would not take too long. Possibly leyden jars such as Franklin's might be easily constructed from laboratory flasks, water, cork and metal rod. This might make the lab more interesting and worthwhile.

[1] American Science and Invention, New York: Simon and Shuster Pub., 1954.

[2] Ibid

PROCEDURE:

1. Provide students with leyden jar and charging materials.

2. Tell students that the jar is thought to have magical qualities because it will store all of the electricity you can dump into it.

3. Since you (the teacher) watch Bill Bixby (the magician) on TV, you are convinced that all magical tricks have a logical explanation. Thus, the students are to logically explain how the leyden jar does its thing.

4. See page 21 of the reference for Franklin's experimentation.

5. Aid the students if necessary with clues but do not provide them with any direct answers.

6. After the class discussion of the lab, the teacher may wish to demonstrate the tremendous electrical capacity of the jar if he has electrostatic generator handy for charging. Be careful not to expose students to these high charges; they can be dangerous.

VARIATIONS AND MODIFICATIONS:

If equipment is limited, this could be done as a demonstration by a small group of students for the entire class.

THEME: Heritage

SUBJECT AREA: Physics

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Energy Capture and Transfer in Colonial Water Power Machines

TYPE OF ACTIVITY: An inquiry involving design and problem solving

OBJECTIVE: The student or a small team of students are to design on paper a water powered sawmill employing a vertical saw blade and to calculate reciprocation speed of the blade, the force transmitted through the various lever assemblages to the blade plus the horsepower generated by the water wheel itself.

BACKGROUND INFORMATION:

We are experiencing a time of energy shortage for our factories and our millions of personally owned machine motors. In colonial times fossil fuels were relatively unknown. From Under the Earth, by Howard E. Smith, Jr. (Harcourt, Brace, and World, Inc.), states that Virginia had the first coal mines in the colonies in 1745. The coal was used as fuel in making iron during the Revolution in some colonial furnace. Other sources of energy were animal human, wood and waterfall. Waterfall possessed sufficient energy to power the large machines of the day such as grain mills and saw mills. It might prove interesting to return briefly to the past to investigate the harnessing of waterpower via the waterwheel.

MATERIALS AND RESOURCES:

Tunis, Edwin, Colonial Craftsmen and the Beginnings of American Industry. New York and Cleveland: The World Publishing, 1965. (Excellent)

Meyer, Jerome S., World Book of Great Inventions. New York and Cleveland: The World Publishing Co., 1956.

Encyclopedia Americana, Vol. 24 (Sawmills).

PROCEDURE:

1. Students should be given reasonable motivation to begin the project - perhaps in the form of a challenge as to whether a "sophisticated" 20th Century person has the capability to design a basic 18th Century machine.

2. Students should have a previous basic understanding of simple machines.

PROCEDURE: (cont'd)

3. Students should not be encouraged to "look up" and copy the design of such a sawmill, but rather, they should be encouraged to use their own creativity in design.

4. Teacher should circulate as an advisor and aid in calculations.

5. At the end of the period, the student groups should present their products to the class for a critique.

6. Optional: The class should take a trip to Mengies Mill (near Hanover and Spring Grove, Penna.) to view a vertical sawmill in operation.

VARIATIONS AND MODIFICATIONS:

This type project could be used with a variety of colonial machines. For example, clock making, water power, grain mill, lock making, gun making, etc.

This could be used as an "historical independent science research project".

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Independent Research Science and Technology of the Colonial Period

TYPE OF ACTIVITY: Classroom/Independent Study

OBJECTIVE: The student will use libraries and other resources to complete an independent study research project on areas of interest in science and technology during the U.S.A.'s revolutionary period.

PROCEDURE: (time left to discretion of teacher)

1. Follow the procedures for independent study as outlined by county and school policy.

2. The areas of research are only limited by the creativity of the teacher. Suggested areas for research include:

   a. Medicine

      1. Diseases
      2. Treatments
      3. Superstitions
      4. Medical educations
      5. Hospitals

   b. Agriculture

      1. Plant
      2. Animal
      3. Horticulture

   c. Conservation

   d. Sanitation

   e. Metal manufacture

      1. Iron
      2. Tin
      3. Copper
      4. Lead
      5. Bronze
      6. Pewter

PROCEDURE: (cont'd)

f. Apothecary (Drugs)

g. Dyes

h. Paint

i. Paper making

j. Fabric making

k. Glass making

l. Gun powder

m. Poisons

n. Fuel for light

o. Fuel for energy

p. Water power

q. Treadmill

r. Electricity

s. Structural support of buildings

t. Tools

u. Machines

v. Fire arms

1. Manufacture

2. Function

w. Surveying

x. Shipbuilding

y. Sailing

z. Clockmaking

aa. Locksmith

bb. Weights and measures

cc. Steam engines

THEME: Heritage

SUBJECT AREA: Biology

GRADE LEVEL: 10-12

NAME OF ACTIVITY: Disease and Medicine in Colonial America

TYPE OF ACTIVITY: Panel Discussion

OBJECTIVE: A small group of students will research the common diseases and the associated common medical practices against them in the United States around 1776 and present these findings orally to the class.

BACKGROUND INFORMATION:

Many of the colonial diseases such as TB, smallpox, tetanus, and yellow fever are uncommon to rare today. Yet these diseases were very serious to the American people around the time of 1776. How did our ancestors respond to these often fatal illnesses? How did science explain them and what treatment was offered? What favored or prevented better scientific understanding in these times?

MATERIALS AND RESOURCES:

Shryock, Richard Harrison, Medicine and Society in America: 1660-1860, Ithaca and London: Cornell Paperbacks, Cornell University Press, $1.95.

Scientific American, September 1973.

PROCEDURE:

1. This is to be handled as a typical panel discussion. The students need to be excused from regular class activities to go to the library for research. It might be wise if the teachers would browse in the library on his or her open period to locate some references to suggest. The students may also need some guidance in organizing their materials once they obtain them. Always ask whether the students have had prior experience with a panel discussion. If they have not, they will probably do poorly unless they receive help from you.

2. The class also should be coached as to how to react to a question and answer period that a panel may provide. They need training in critical listening and question formulation.

VARIATIONS AND MODIFICATIONS:

1. The class could be divided into sections: one section dealing with colonial disease and medicine; one section treating 19th century disease and medicine; and one section covering 20th century disease and medicine. This would give the students a good comparison and contrast of medicine and disease in America. As a follow-up, the class may want to look into the future of disease and medicine.

2. Individuals may want to investigate in various ways (role playing, data interpretation, learning centers, oral reports, survey) individual diseases and/or medical techniques through the ages.

THEME: Heritage

SUBJECT AREA: Chemistry

GRADE LEVEL: 10-12

NAME OF ACTIVITY: Investigation of Colonial Dyes

TYPE OF ACTIVITY: Laboratory Inquiry

OBJECTIVE: Using materials on hand or materials of the student's choice, the student will, in the laboratory, attempt to create a dye for cotton, wool, or linen from natural materials that possesses good qualities of color and durability.

BACKGROUND INFORMATION:

Often we tend to lose sight of the fact that much of the complex science and technology of today had some rather humble and simple origins years ago. Our complex contemporary colors are the mature products of the simple, natural stains and dyes of the past. Perhaps, at intervals, we should explore the past to enhance our understanding of the present.

MATERIALS AND RESOURCES:

1. This resource is a must, especially for the teacher: Adroska, Rita, Natural Dyes and Homedying. New York: Dover Books 22688-3 Paper Bound $3.00. Also "Yarn Dyes From Nature", Ladies Home Journal. Dow Publishing Company, New York: Fall-Winter 1974.

2. All materials needed can be found listed in this resource.

3. Stress conservation: for example, try getting quantities of bark from a saw mill rather than stripping living trees.

4. Be careful of chemicals used in the laboratory and of some plants that may be harmful to students.

5. Be prepared. Some dye materials are available year around, some in spring, some in summer, some in fall.

PROCEDURE: (suggested time allotment 1-3 weeks)

1. Try the inquiry approach. Have on hand a supply of natural plant materials and also allow students to supply their own if they wish. Also have on hand a supply of chemicals (copper sulfate, vinegar, etc., see resource book) that were common in colonial times. Allow students to think through and perform their own methods of dying and keeping a data record of their successes and failures. When they feel they have made a satisfactory dye compare their method to the original by having them make the original. Test color quality (comparison) and color fastness (washing).

PROCEDURE: (cont'd)

2. A follow-up discussion of modern dyes should follow with perhaps a field trip to a dye works such as the DuPont Laboratories in Wilmington Delaware.

VARIATIONS AND MODIFICATIONS:

1. This project may be used in middle or high school art classes. It will probably have to be modified, however, since these classes will be interested in the end product of color rather than in the inquiry techniques in obtaining the color or in the chemistry of the colors.

2. This project would be a good beginning for an independent science investigation by a student interested in chemistry.

3. Home economics classes might find this activity useful in homedying fabrics.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: 1975/76 Calendar of Events of Revolutionary America

TYPE OF ACTIVITY: Classroom/Individual Projects

OBJECTIVE: The student(s) will (1) research various sources to find an important event which occurred on a particular day in Revolutionary America, (2) create on a 9" x 12" paper a method of communicating the importance of the date to the rest of the class, (3) create a bulletin board calendar each month by bringing together the projects each has completed.

BACKGROUND INFORMATION:

While a study of dates in themselves is not educationally important, a unique way of having a 1975-76 classroom calendar and involving students in the idea of the Bicentennial is to use the bulletin board to reflect important events in Revolutionary America. This will be an ongoing project throughout the year and will cause the Bicentennial idea to flow in the minds of students rather than be treated as an isolated phenomenon.

MATERIALS AND RESOURCES:

1. Primer typewriter, construction paper, library.

PROCEDURE: (1 day per month)

1. Assign each student a number date which he/she will carry throughout the year. (Dates may have to change depending on class size.

2. Advise students they are responsible on the last day of each month for handing in a project for the date which they have been assigned.

3. Students (on own time throughout month) should research various sources in order to determine an important event in colonial America which occurred on their assigned date. (The birth date of someone involved in the Revolution can be considered an important date or event.)

4. On the first day of each month, the calendar is constructed on the bulletin board by taking each student's project and placing it in a correct order. Each person can describe his project and give a short description of his research. (The project is to be completed on 9" x 12" paper for uniformity. How the importance of the date is communicated to the class is up to the creativity of each student.)

5. The teacher should take slides of each project and create a slide/music program for presentation at the end of the year.

VARIATIONS AND MODIFICATIONS

1. Calendar can be made to show important dates in any period of:

   a. U.S. History
   b. World History
   c. Literature
   d. Science

2. Months can be assigned topics such as Ecology Month, Black History Month, American Indian Month, Industrialization Month, and Foreign Policy Month. Students can research these and other areas with the topic changing each month.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: The American Patriots

TYPE OF ACTIVITY: Role Playing

OBJECTIVES: Students will acquaint themselves with the details of the lives of key American patriots and attempt to identify with their points of view and evaluate their contributions.

BACKGROUND INFORMATION:

"The ranks of patriots included designers and destroyers, radicals and moderates, New England merchants and Southern planters, aristocrats and laborers, and a sprinkling of debtors, smugglers, and town idlers.

"The activities of the radical patriots tend to overshadow the more sedate, but no less effective, activities of moderate patriots...

"...it is vital to (the) study of the American Revolution to ...(recognize) the fact that there was a wide variety of talents and personalities required to produce American independence."

(Cummins, D.D. and White, W.G., The American Revolution, New York: Benzinger Brothers, 1968, pages 103-104.)

MATERIALS AND RESOURCES:

1. The American Heritage book, The History of the American Revolution, includes material on the lives of the patriots.

2. Cummins, D.D. and White, W.G., The American Revolution listed above has an excellent chapter, (Chapter 4, page 101) followed by a good bibliography.

3. Dickinson, John, Letters from a Farmer in Pennsylvania, in Empire and Nation, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1962.

4. Fritz, Jean, Cast f a Revolution, Boston: Houghton Mifflin Co., 1972.

5. Goldman, E.F. and Mobley, G.F., "Firebrands of the Revolution," National Geographic, July, 1974, pages 2-27. (First of a series)

6. Lee, Richard Henry, Letters from the Federal Farmer, in Empire and Nation, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1962.

7. Consult bibliography in this bulletin.

8. Biographical dictionaries and encyclopedias will be useful.

9. Van Every, Dale, A Company of Heroes: The American Frontier, 1775-1783, New York: William Morrow and Company, 1962.

PROCEDURE: (Suggested time period - 1 week)

1. Begin by asking students to list as many of the patriots as they can remember. This can be made a little contest to get immediate student involvement. Combined list can be put on chalkboard. Final list to be included in project might include:

James Otis	Paul Revere
Patrick Henry	George Washington
John Dickinson	Thomas Paine
John Adams	Thomas Jefferson
Samuel Adams	Benjamin Franklin

2. Students should choose one or more of the patriots to study, using as many biographical sources as can be made available.

3. After three or four days for research, the culminating activity could be an imaginary conversation on the other side of the Pearly Gates, in which students, playing the part of each man, can discuss (and maybe argue) over the relative importance of each of their contributions.

4. A class discussion following the role playing could be based on an attempt to make a summary evaluation the importance of the contributions of each man. Possible concluding question: "Would you agree with this statement?: 'The success of the Revolution required, indeed depended upon, a wide range of personalities and talents among the patriot rank and file, as well as among the patriot leadership. ...It was their combined diversity which produced success.'"

   (Cummins, D.D., and White, W.G., op. cit., pages 131-132.)

VARIATIONS AND MODIFICATIONS:

1. Additional names can be added to the suggested list. It would be well to add only those names where sufficient source material is available.

2. "The Great Women of the American Revolution" could be a follow-up project. The DAR has published a booklet using this title, in promoting subscription to a set of 36 commemorative art medals. They have announced the following names of women to be honored:

   Martha Custis Washington
   Mercy Otis Warren
   Nancy Morgan Hart
   Catherine Van Rensselear Schuyler
   Mary Ludwig Hays

   The complete list of 36 names will be forthcoming.

3. A Company of Heroes by Dale Van Every is a book which highlights the stories of "lesser-sung but no less heroic figures who played important roles in our destiny" on the frontier. George Rogers Clark and Joseph Brant were two of the leaders in this "fearful border war." Students might like to study the lives of these men.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Loyalty vs. Liberty

TYPE OF ACTIVITY: Classroom/Debate-Simulation

OBJECTIVE: The student, through participation in a simulation debate, will identify and clarify the views held by loyalists and revolutionaries in dealing with the controversial issues of the American Revolution.

BACKGROUND INFORMATION:

The American Revolution was advocated by a small minority of American colonists. The majority of the population were loyal to England and wanted no part of the rabble-rousing revolutionaries who were trying to disrupt their way of life.

MATERIALS AND RESOURCES:

Boyd, Julian P., Anglo-American Union; Joseph Galloway's Plans to Preserve the British Empire 1774-1788, Philadelphia, University of Pennsylvania Press, 1941.

Feder, Bernard and Allen, Jack. Viewpoints: U.S.A., New York: American Book Company, 1967.

"The Stamp Act." The American Revolution, Columbus, Ohio, AEP, 1968.

Brown, Wallace. The Good Americans. New York: William Morrow and Company, 1969.

Commins, D. Duane and White, William Gee. The American Revolution. New York: Benziger Brothers, 1968.

PROCEDURE: (2 days)

1. First day: Students read about the issues and gather information which they feel is important.

2. Day two:
   a. Divide class into two groups with half being loyalists and half revolutionaries.
   b. Have students meet in groups for about ten minutes to organize the main points they want to make.
   c. Bring class together and explain rules of debate:
      1. Each side will be allowed to speak with alternating turns.
      2. To be recognized, a person must raise hand and cannot speak until recognized by teacher.
      3. No person can speak more than three times in succession for his group.
      4. Any person speaking out of turn or before recognized spends five minutes in a penalty box and is not allowed to speak on the issues.

d. Teacher should begin debate by asking a question dealing with controversial issues or events.
   1. Suggested areas:
      Boston Massacre
      Boston Tea Party
      Intolerable Acts
      Taxation
      Indians and French presence
      Smuggling
e. Debate should be followed up with discussion of main arguments for and against Revolution.

MODIFICATIONS AND VARIATIONS:

1. This debate technique can be used in team-teaching large group.

2. Any controversial issue can be explored with this format.

3. Can divide students into groups of:

   a. Englishmen
   b. English soldiers
   c. American city dweller
   d. American farmer
   e. American shipowners
   f. English shipowners

THEME: Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Leadership

TYPE OF ACTIVITY: Classroom/Group Work-Independent Study

OBJECTIVES: The student will (1) identify characteristics of leadership through simulated dialogues with leaders of the past and present, (2) choose ten characteristics of the ideal leader of the future and support their choices in clear, concise language.

BACKGROUND INFORMATION:

It has been said by many historians that "revolutionary America abounded with leaders while contemporary America is sadly lacking in individuals with this trait." Good leaders are necessary for progress and growth in a democratic system of government, and therefore the area should be investigated by today's students.

MATERIALS AND RESOURCES:

Biographies from library on selected leaders.

PROCEDURE: (2 days)

1. This activity involves the students playing the roles of leaders. Therefore, it is suggested that two weeks prior to this scheduled activity the teacher select the students for the roles. Each student should be provided with a biography of the person he is to portray with the understanding that he/she is to learn as much as possible about this person. Students should be advised that they are not limited to this one source; it is to serve only as a starting point. All research done by the student is to be out of class time; therefore, the teacher should be sure students chosen are interested in working on the project. Suggested leaders for study include:

Revolutionary Era	Modern Era
Sam Adams	Gerald Ford
Thomas Jefferson	Ralph Nader
Ben Franklin	Gloria Steinem
Patrick Henry	Henry Kissinger
George Washington	Muhammad Ali

2. Students, on the days of the activity, should be given a ditto of possible questions to ask of the resource persons. They should be advised as to requirements for the two days activity.

   Suggestions:
   a. Set limit on number of students who can be in each area.
   b. Put resource students in different areas of the room with a name card on their desk.

c. Give minimum number of resource students that should be talked to by each student. (Suggestion: Three from each era.)
d. Students should complete respondents' answers to questions on ditto and any other observations they may have received.
e. For homework on second day, assign students the task of choosing ten ideal characteristics they would want in future leaders and tell them to substantiate their choices.
f. Follow up activity with discussion in class the next day.

MODIFICATIONS AND VARIATIONS:

1. Students could try and guess who they were talking to as part of project.

2. Other areas for this format:

   Black leaders
   Dissenters in history
   Famous writers
   Famous artists
   Women in history

THEME: Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: The Changing Goals of American Presidents

TYPE OF ACTIVITY: Classroom/Inquiry

OBJECTIVE: The student will (1) recognize the changing goals of Americans through a study of inaugural addresses, (2) synthesize a hypothetical inaugural address for the U.S. President in the year 2052.

BACKGROUND INFORMATION:

In the role of spokesmen for the people, newly-elected Presidents of the U.S. articulate what they feel are the goals of the people of the U.S. In a study of inaugural addresses, it can be shown how America's goals have changed as the U.S. grew from an agrarian society to industrial society.

MATERIALS AND RESOURCES:

Inauguration speeches of several Presidents (Suggested G. Washington, A. Lincoln, John F. Kennedy, Richard M. Nixon).

PROCEDURE: (2 - 3 days)

1. Through an inquiry approach, have the students analyze the inaugural address of several Presidents of different eras in American history.

2. Be sure to elicit information as to how these goals were a reflection of the time in which these men lived.

3. Assign the creation of an inaugural address for the President of the U.S. in the year 2052. (Tell the students they are speech-writers for the newly-elected President.)

THEME: Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Education: Past and Future

TYPE OF ACTIVITY: Classroom/Discussion-Group Work

OBJECTIVES: The student will (1) identify the characteristics of education in colonial America, (2) construct a part of a pamphlet which might have been used in colonial America, (3) synthesize a model of the school of the future, (4) synthesize a curriculum for the school of the future, (5) analyze the school curriculum as a reflection of the society.

BACKGROUND INFORMATION:

The change in the scope and character of American education has been tremendous during the past two hundred years. From one-roomed schoolhouses and education for an aristocracy to new, massive buildings and public education for all, education has been described as a strong correlate with the development of society.

MATERIALS AND RESOURCES:

Monroe, Paul. Founding of the American Public School System: A History of Education in the United States from the Early Settlements to the Close of the Civil War Period (New York, 1940).

Small, Walter H. Early New England Schools (Boston, 1914).

PROCEDURE: (2-3 days)

Day 1:

1. Begin class by having students hypothesize on the characteristics of schools in the colonial period.
2. Give students a copy of pages from the New England Primer. Have them discuss similarities and differences with the education they are receiving today.
3. Break students into groups and give each group the assignment of completing pages which might have appeared in the New England Primer.
4. Discuss what are the most significant educational ideas and whether they are still with us today. (Reading, writing, arithmetic, religion)

Day 2:

1. Show photographs of one-room schoolhouses and school buildings of today. Discuss the changes which have occurred.
2. Have students draw up floor plans for a school in the year 2050.
3. Discussion of what is needed in schools should follow.

Day 2 or 3:

1. Remind students what was taught as subject matter in colonial schools.
2. Tell students to write out their schedule and compare and contrast with the colonial school.
3. Have students draw up a curriculum for the schools in the year 2050.
4. Bring all activities together through discussion of how schools reflect the needs and desires of the community.

MODIFICATIONS AND VARIATIONS:

1. The education of females could be compared with male education for the colonial period.
2. The education of blacks can be investigated.
3. The changes in mathematics, science, vocational training, art, physical education, and other subjects could be investigated for these courses.

THEME: Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Courts and the Legal System

TYPE OF ACTIVITY: Classroom/Simulation-Field Trip-Guest Speaker

OBJECTIVE: The student will (1) compare the major characteristics of colonial law with contemporary law, (2) use his knowledge of the past to synthesize possible characteristics of the legal system of the future.

BACKGROUND INFORMATION:

The legal system in the United States today is said to be bogged down with built-in incompetencies. With prosperity and the tremendous growth in population in the United States, perhaps it is time for a reevaluation of our judicial system and laws.

MATERIALS AND RESOURCES:

Carroll County Chapter of American Bar Association.

Nye, Russell Blaine, The Cultural Life of the New Nation, 1776-1830. New York: Harper and Row, 1960.

Rutland, Robert Allen, The Birth of the Bill of Rights. Chapel Hill, N.C.: University of North Carolina Press, 1955.

Wright, Louis B., The Cultural Life of the American Colonies, 1607-1763. New York: Harper and Row, 1957.

PROCEDURE: (3 days)

Day 1:
Set up a mock trial for a review of the legal system and laws which were part of colonial America. (The case of John Peter Lenger might be researched in advance and recreated in the classroom.)

Day 2:
Have class take a field trip to the Carroll County or Baltimore City Court House to watch cases being tried. (County policy toward field trips should be adhered to in conjunction with this activity.)

Day 3:
Have a lawyer from the community come into the classroom as a guest speaker. Emphasis of topic to be dealt with should be laws and the legal system of the future. (To contact a lawyer, it is suggested the teacher get in touch with Rick Boswell of the Young Lawyers section of the American Bar Association. He can be reached at 848-4444 (Westminster.)

MODIFICATIONS AND VARIATIONS

1. This activity can be modified for middle school classroom use.

2. Students can make a list of what crimes might be committed in the future. (Skyjacking was something the colonials did not have to concern themselves with.)

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12 (low ability)

NAME OF ACTIVITY: Forms of Protest: Then and Now

TYPE OF ACTIVITY: Classroom/Role playing-discussion

OBJECTIVES: The student will compare and contrast the forms of protest during the Revolutionary period and contemporary society.

BACKGROUND INFORMATION:

The history of dissent in the United States has resulted in many controversial problems, the greatest of which is the dichotomy between allowing for dissent and maintaining societal order. America's patriots began a history of dissent in the U.S. by attacking the authority of British governmental structure. Today's youth are also attacking the governmental structure--are we headed toward a second people's revolution?

MATERIALS AND RESOURCES

"The Boston Tea Party" in Junior Scholastic of September 27, 1973.

Dissent and Protest, Columbus, Ohio, AEP, 1971.

PROCEDURE (2-3 days)

1. Have students read "The Boston Tea Party." Suggestions for use and discussion are found in the teacher's edition.

2. Have students read two cases from the AEP Publication "Dissent and Protest." The cases of H. Rap Brown and William Lloyd Garrison might be used since their forms of protest are most extreme and cover each century since the Revolution. (Teachers, however, should use cases they feel most comfortable with.)

3. Have students compare and contrast the methods of dissent.
   1. Why were the Revolutionists successful?
   2. Did each achieve their aim?
   3. What would happen today to people who destroy government property?
   4. Should secret government information be released if you disagree with governmental policy? Is this dissent or treason?
   5. Was there a better way to handle each of these cases?
   6. How do you think Sam Adams and the patriots of the Revolution would react to the Watergate issue?

MODIFICATIONS OR VARIATIONS:

1. Have students write a play based on the "Dissent and Protest" readings.

2. Students could investigate the Daniel Ellsberg release of secret Pentagon papers.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Maryland's Role in the Revolution

TYPE OF ACTIVITY: Classroom/Field Trip

OBJECTIVE: The student will analyze the importance of Maryland's role in the Revolution through research.

BACKGROUND INFORMATION:

In glancing at the existing literature in our schools on the Revolutionary War, there has been very little mentioned about Maryland's part in the conflict. It is hoped that, through an introduction to this area, students will be encouraged to further reading and a deeper appreciation of the American struggle for freedom and independence from Britain.

MATERIALS AND RESOURCES:

1. Dole, Esther More. Maryland During the American Revolution, 1941.

2. Sources giving assistance in genealogical research:

   a. Above Ground Archaeology, American Revolution Bicentennial Commission, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Contains a list of other printed publications.)

   b. Dempsey, Hugh A. How to Prepare a Local History, Calagary, Alberta: Glenbow-Alberton Institute, 1969.

   c. Hale, Richard W., Jr., Methods of Research for the Amateur Historian, Nashville: American Association for State and Local History, 1969.

3. Hoffman, Ronald, A Spirit of Dissension: Economics, Politics, and the Revolution in Maryland. Baltimore: Johns Hopkins University Press, 1973.

4. Maryland Historical Society
   Enoch Pratt Library (Maryland Room)
   Peabody Institute Library

PROCEDURE:

1. Break class into groups of five or six to investigate areas relating to Maryland during the Revolution.

2. Take field trip(s) to any or all of the libraries mentioned above to allow students to investigate the area.

3. Teachers responsible for the trip should:

   a. Make arrangements by calling the appropriate library for each trip.

   b. Prepare group handouts for students with areas/questions to be investigated.

   c. Advise students of their responsibilities on the trip.

4. The field trip day should be spent by students completing the pre-assigned projects.

5. Follow-up reports in the form of group press conferences could be held the following day.

VARIATIONS AND MODIFICATIONS:

1. Suggested areas of study

   a. Maryland's Grievances Against Great Britain

   b. Newspaper editorials in Maryland

   c. Loyalists vs. Revolutionaries

   d. Maryland's Natural Resources

   e. Colonial Government Structure in Maryland

   f. Maryland's Signers of the Declaration of Independence

   g. George Washington and Annapolis

   h. Historic buildings/architecture

   i. Crafts in Maryland

2. Since material may not be removed from these libraries, it is suggested that arrival be as early as possible and provisions be made for lunch in advance.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Independent Research in Maryland History

TYPE OF ACTIVITY: Classroom/Independent Study

OBJECTIVE: The student will explore libraries and other resources to complete an independent study research project on areas of interest during Maryland's Revolutionary period.

BACKGROUND INFORMATION:

Students often complain that history is dull because it has nothing to do with today. Student interest can be heightened when they learn that many of the places, sites, and names of towns and streets they see daily or visit occasionally can be traced to people or events of historic importance. Through independent study on selected topics, interest may be developed in students to work for the preservation and appreciation of areas of historical importance.

MATERIALS AND RESOURCES:

Libraries and other research area sources.

PROCEDURE:

1. Follow the procedures for independent study as outlined by county and school policy.

2. The areas of research are only limited by the creativity of the teacher. Suggested areas for research include:

The Creation of Carroll County
John Hanson: The First President of the U.S.?
George Read: The Fifth Maryland-born Signer
Jonathan Hager: Founder of Hagerstown
Thomas Cresap: Maryland Frontiersman
Thomas Johnson: Maryland's First Governor
The Burning of the Peggy Stewart
The Maryland Journal and the Baltimore Whig Club
The Tories of Maryland
The Hanging of Conspirators in Frederick: July, 1781
Maryland's Resistance to the Stamp Tax
The Nomination of George Washington as Commander-in-Chief
Robert Strawbridge and the First Methodist Society in America
The Creation of the District of Columbia
Maryland's Declaration of Independence: July 26, 1775
The Ride of Lt. Col. Tench Tilghman
The Maryland Society of the Cincinnati
The German Settlers in Maryland
Samuel Chase
William Paca
Thomas Stone
Charles Carroll of Carrollton

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Benjamin Stoddert
The Ellicott Brothers
Johann Friedrick Amelung
Major James McHenry
Governor Robert Eden's Administration
Col John Eager Howard
Legends, Omens, and Myths of the Early Settlers of Carroll County

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 10

NAME OF ACTIVITY: Edmund Burke and the American Colonists

TYPE OF ACTIVITY: Simulated Television Interview

OBJECTIVE: Students will clarify the issues involved in the American Revolution by studying the life and writings of Edmund Burke as an example of British thought sympathetic to the colonists.

BACKGROUND INFORMATION:

George III became king of England in 1760. His mother's admonition, "George, be a king!" was interpreted by him as "George, be a politician."

"The young king knew what he wanted, and got it, even though it cost him an empire. He wished to...restore the power of the Crown, so diminished under his predecessors, by creating and eventually governing through a political party of his own." Governments came and went, falling because of political arguments at home rather than issues in the American colonies. "Finally...George III obtained exactly the government he wanted under his subservient friend...Lord North; and it was this ministry that drove the colonists into revolt and lost the war."

"...The worst feature of the (British government), from the colonial point of view, was the lack of continuity and the necessary preoccupation of ministers with local politics. No sooner did a really capable man... come to know the colonial ropes, than out he went. And a man like Burke, whose intelligent imagination enabled him to grasp exactly how to deal with the colonists, never received a responsible position."

(Adapted from Morison & Commager, The Growth of the American Republic, Vol. 1, Oxford University Press, 1950, pages 138-139.)

MATERIALS AND RESOURCES:

Alden, John Richard, The American Revolution, Harper and Row, 1954, pages 62-63.

Burke, Edmund, The Works of Edmund Burke, Vol. I, "Speech on Moving His Resolutions for Conciliation with America" March 22, 1775, pages 450-511; Vol. II "A Letter to the Sheriffs of Bristol, on the Affairs of America," 1777, pages 1-42, London: G. Bell and Sons, Ltd., 1913 (Available from Pratt Library).

Burke, Edmund, Speeches on the American War, Boston, 1898.

Gipson, Lawrence H., The Coming of the Revolution, Harper Torchbooks, 1954, pages 224-227.

History of the American Revolution, American Heritage Publishing Co., 1971, pages 9, 23, 44-45.

Morrison & Commages, The Growth of The American Republic, Vol. 1 Oxford University Press, 1950, pages 136-140.

PROCEDURE:

1. Introduce project with a motivating statement and question such as; The American Colonists' beliefs in liberty, freedom and justice under law had their origins in the gradual evolution of the rights of free men in Britain. What did British officials fail to see that the defense of these rights would be considered crucial in America? Were there Englishmen who did comprehend the seriousness of the issue? (Answer: Edmund Burke was one who did.)

2. Ask for volunteers who would like to form a committee to

   a. Study Burke's speeches

   b. Research for background information about Burke's life

   c. Write a script for an imaginary TV interview

3. Present the TV interview to the class either live or on tape.

4. A class discussion might follow the presentation, evaluating Edmund Burke's contribution:

   a. Was he a great thinker--a man ahead of his times?

   b. Why did he fail to win sufficient support to influence British policy?

   c. What might have been the consequences if he had succeeded in doing so?

VARIATIONS AND MODIFICATIONS:

William Pitt was a defender of the colonists' cause. He was stricken in 1778 in the House of Lords while making a fiery attack on the British government's American policies. There is a reproduction of a painting of this event on page 45 on the American Heritage Book The History of the American Revolution. Research on the life of Pitt, giving special attention to his views on American policy, could result in a second TV interview, or could be handled in the form of an imaginary eulogy. (This is William Pitt, the first Earl of Chatham, for whom Pittsburg was named. See "Chatham" in Encyclopedia Britannica.)

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: Early Settlers in Carroll County

TYPE OF ACTIVITY: Independent Study

OBJECTIVE: Students will choose the name of an early Carroll County family and do research on the story of the lives of the individuals, gathering as much biographical information as can be found.

BACKGROUND INFORMATION:

Carroll County was a part of Frederick County until 1837. The land office at Annapolis recorded patents for large tracts of land in Carroll County granted to English settlers as early as 1727. These pioneers from Baltimore and Frederick Counties were for the most part men of wealth and influence. Westminster was surveyed and laid out in 1764 by William Winchester. Accounts of the early history of Carroll County abound with references to family names still much in evidence in the county today. In addition, many family names are kept alive in place names throughout the county. Genealogical search, once undertaken by students, might develop into a continuing avocation.

MATERIALS AND RESOURCES:

1. Pamphlets--History of Carroll County

   a. Historical Sketches: Souvenir of Carroll County's Celebration of the 200th Anniversary of the Birth of George Washington, Taneytown, Md.: The Carroll Record Company, 1932.

   b. Lynch, Bradford Gist, A Hundred Years of Carroll County, Westminster, Md.: Democratic Advocate Company, 1939.

   c. Schlichter, Harvey G., Two Centuries of Grace and Growth in Manchester, 1760-1960, Westminster, Md.: The Times, Inc., 1961.

   d. Two Hundred Years Ago: Memories of Westminster, 1764-1964, Westminster Bicentennial Committee, 1964.

2. Sources giving assistance in geneological search:

   a. Above Ground Archaeology, American Revolution Bicentennial Commission, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Contains a list of other printed publications.)

   b. Dempsey, Hugh A. How to Prepare a Local History, Calgary, Alberta: Glenbow-Alberton Institute, 1969.

   c. Hale, Richard W., Jr., Methods of Research for the Amateur Historian, Nashville: American Association for State and Local History, 1969.

3. Resource People. The following list of adults in Carroll County includes individuals who would be willing to assist students undertaking genealogical study, either giving general assistance or helping with information about a particular family:

   a. Mrs. Edgar Barnes, 25 Court Street, Westminster,
      Tel: 848-8229 (General Assistance)

   b. Mr. James C. A. Conner, Chipper Hills, Route 1, Box 335, Finksburg,
      Tel: 876-2635 (General Assistance)

   c. Miss Madeline Geiman, 245 W. Main Street, Westminster,
      Tel: 848-6547 (General Assistance)

   d. Mr. John D. Myers, Old Bachman Valley Road, Westminster,
      Tel: 848-8374 (Myers Family)

   e. Mrs. W. A. Pickens, Hughes Shop Road, Westminster,
      Tel: 848-8899 (Gist Family)

   f. Mr. Noah Schaeffer, 53 Pennsylvania Ave., Westminster,
      Tel: 848-7789 (General Assistance, Schaeffer Family)

   g. Rev. Harvey G. Schlichter, 32 N. Main, Manchester,
      Tel: 374-2727 (General Assistance)

   h. Miss Lillian Shipley, 75 W. Green St., Westminster,
      Tel: 848-4630 (Shipley Family)

   i. Miss Elizabeth Simkins, 144 Pennsylvania Ave., Westminster,
      Tel: 848-5862 (General Assistance)

   j. Dr. Theodore Whitfield, 11 Uniontown Road, Westminster,
      Tel: 848-9237 (General Assistance)

4. Other Resources

   a. Historical Society of Carroll County, 210 E. Main St., Westminster.

   b. Maryland State Historical Society

   c. Frederick County Court House

PROCEDURE (Suggested time: 1-2 days for introduction; 1-2 weeks for research)

1. Introduce to the class the possibility of dipping back into the past history of Carroll County to attempt to find stories of early settlers here as a treasure hunt which could turn up interesting and valuable discoveries.

2. Suggest that students talk with their parents, relatives, or neighbors for ideas of Carroll County families which might be traced back to the period of the American Revolution.

3. Several lists of early families can be found in pamphlets listed above: Two Hundred Years Ago; Memories of Westminster, page 13, page 15, and page 17. Some of the names are Shriver, Mathias, Gist, Shipley, Owings, Willis, Yingling, Fringer, Alsbaugh, Bower, Lovell, Tevis, Hammond, Griffith, Faraquar, Parke, Neal, Hayden, Baumgartner, Wampler, Longwell, Shellman.

4. Encourage students to decide on a family to study and to make plans for doing the research.

5. A class period might be spent discussing techniques of genealogical research, including how to construct a family tree. Encourage all students to draw a family tree whether their families can trace their lineage back to the Revolutionary Days in Carroll County or not.

6. When independent research has been completed, students who were particularly successful in their investigations should be encouraged to share their findings with the class. Consideration should be given to the filing of student papers with the Historical Society of Carroll County if they include any information not formerly known to the society or if the papers are particularly well done.

VARIATIONS AND MODIFICATIONS

1. If interest is particularly high and research yields sufficient material, some one-act plays could be written and performed as a culminating activity.

2. Language arts classes might be interested in this project because of the opportunities for both written and oral communication.

THEME: Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: 9-12

NAME OF ACTIVITY: City Planning: Yesterday, Today, and Tomorrow

TYPE OF ACTIVITY: Research Question-Answer

OBJECTIVE: The students will be able to compare cities of colonial times with cities of today. They will design a city for the future and give reasons why it was designed in that manner.

BACKGROUND INFORMATION:

The British Crown had economic interest in the American colonies and therefore sent instructions to the colonies on how towns and townships should be laid out to the best advantage.

It was suggested that plantations be close together and that the seacoast be planted first so that invasions could be discovered and prevented more easily. Planters were to build towns upon every river and construct warehouses so that ships would load and unload only at designated places.

Each township was to consist of approximately twenty thousand acres with natural boundaries along the seacoast and extending into the country as far as possible. A convenient area in each township was to be set aside for setting up a town for a number of families, to be determined by the settlement. Pasture lots were to be convenient to each holding. Land was also to be set aside for fortifications, a church and minister and a schoolmaster. The plans of early American cities show that they were designed taking the needs of the settlers into account.

MATERIALS AND RESOURCES:

A. Materials: Depends on group project
B. Resources:

1. Branson, Margaret and Erickson Evasts. Urban America, Glenview, Illinois Scott Foresman and Company, 1970. (Excellent prereading questions before each chapter. Recommended for buying.)
2. Thorndike Joseph J., ed. American Heritage. June 1966. "The Shape of Things Practically Here" by Oliver Jensen, pages 44-49. New York American Heritage Publishing Company, 1966.
3. Knopf, Alfred A. Cities, A Scientific American book. New York, 1966. (Suggested for high school, contains a chapter on city blueprints and cities of the future.)
4. Freeman, W.H. ed., Cities; Their Origin, Growth and Human Impact, San Francisco. W.H. Freeman and Company 1973. (Good illustrations and pictures.)
5. Arbital, Samuel L. Cities and Metropolitan Areas. Mankato, Minnesota, Creative Educational Society, Inc., 1968. (Many photographs, good map study- suggested for buying.)
6. Revelle, Roger and Randsbert, Hans H., eds. America's Changing Environment. Boston Houghton Mifflin Company, 1970. (Suggested for high school.)

7. Hallman, Hal, The City in the World of the Future. New York, M. Evans and Company, Inc., 1970.
8. Urban Ecology, Fl 670-1679.
9. Problems of Today's Cities, Fl 707-715.

PROCEDURE:

1. Divide the class into four committees.
   a. Two committees (A1 and A2) will research cities in the colonial period. The following questions are suggested as guidelines.
      1. Who planned the first American cities? Why?
      2. Why were colonial cities planned as they were?
      3. Do you think the reasons for planning colonial cities were valid? Explain your feelings.
      4. What materials were used in building early American cities?
      5. What jobs were available in early American cities?

   b. Two committees (B1 and B2) will research present day cities. The following questions are suggested as guidelines.
      1. Describe living conditions in cities today.
      2. Why are cities being planned as they are today?
      3. Do you think reasons behind city planning today is valid? Give reasons for your answer.
      4. What materials are used in building today's cities?
      5. What jobs are available in today's cities?

2. A group project will be presented to the class along with a group report on research findings. Projects can be in the form of murals, dioramas, sketches or any other visual aid the group decides upon.

3. After the research is completed groups A1 and B1 and groups A2 and B2 will join to make comparisons. The following questions are suggested as guidelines.
   a. How does city planning today differ from city planning in colonial times?
   b. Do you think it is important for city planning today to differ from city planning in colonial days? Explain.
   c. How do materials and structures in today's cities differ from structures and materials used in colonial cities?
   d. Compare jobs available in today's cities to jobs available in colonial times.

4. The teacher will conduct a class discussion on comparisons and contrasts found in group work.

5. Each group will plan a city of the future using the knowledge they have gained about cities in their research and taking into consideration the changes they anticipate for the future. A reason must be given for each aspect of planning. (Example: A monorail would alleviate excess traffic on busy streets.)

VARIATIONS:

1. Questions:
   a. Can a perfect city ever be built? Give reasons for your answer.
   b. Make a list of things needed to be considered in planning a city. Give reason(s) for each.

2. Research the founding and planning of your town.

HISTORICAL CHRONOLOGY OF THE REVOLUTIONARY PERIOD

1763

February 10	Treaty of Paris ends Seven Years' War giving Britain and Canada all of the present territory of the U. S. east of the Mississippi, except New Orleans.
July	Rockingham succeeds Grenville as Prime Minister.
October 7	Proclamation of 1763 bars settlement west of the Alleghenies.
May - November	Pontiac's Rebellion - Western Indian Rebellion.

1764

April 5	Passage of Sugar Act - Continued previous tariffs on sugar imported into the colonies, duties on textiles, Madeira wine and molasses. Navy is used to enforce trade laws.

1765

March 22	Stamp Act approved - "taxation without representation".
March 24	Quartering Act passed - required colonies to provide quarters for British troops or billet in private homes.
May 30	Stamp Act Resolutions in Virginia - Patrick Henry's resolution stated that Virginians were not obligated to obey laws or pay taxes not passed by the Assembly.
August 15	Locals force resignation of stamp-tax collector in Massachusetts.
October 7-25	Stamp Act Congress meets - the first intercolonial assembly whose acts were ratified by most of the colonies.

1766

March 18	Stamp Act repealed.
	Declaratory Act passed - reasserted Parliament's total authority over the colonies.
July	William Pitt succeeds Rockingham as Prime Minister.

1767

June 29	Townshend Acts passed - duties on importation of paper, paints, lead, glass, and tea; revenues from which would be used to pay salaries of governors, judges, and other officials, thus freeing them from the financial control of the local assemblies.

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1767

November	"Letters from a Farmer in Pennsylvania" - John Dickinson, a Pennsylvania lawyer, protests in laymen's language against the Townshend Acts, calls them violations of English law and tradition and urges colonists to resist.

1768

February 11	Massachusetts Circular Letter on Townshend Acts - Massachusetts House passes first resolution condemning the acts and sends copies to other colonies urging united action.
May thru Fall	Nonimportation agreements - Led by the Virginia House of Burgesses, one colony after another, with very few exceptions, forbids imports from Great Britain.

1769

May 16	Virginia Resolutions attacking Townshend Acts.

1770

February	Lord North becomes Prime Minister.
March 5	Boston Massacre - British soldiers fire on an unruly mob, killing 5.
April 12	Townshend Act duties, except tea, repealed.

1771

May 16	Battle of Alamance Creek - Governor Tryon's militia defeats poorly led backwoods "regulators" of North Carolina under James Few and others.

1772

June 9-10	Gaspee Incident - British revenue cutter Gaspee aground in Narragansett Bay, Providence, Rhode Island; set afire during the night by John Brown and others.
November 2	Massachusetts Committee of Correspondence organized by Samuel Adams and Joseph Warren.

1773

May 10	Tea Act passed to assist financially the East India Company by giving the company a monopoly of the tea trade to America. Tea Act continued the three pence tax on tea begun by the Townsend Act.
December 16	Boston Tea Party - a group of 50-60 men led by Samuel Adams, all dressed as Indians, boards the merchant ship and throws the tea overboard.

1774

March 25	Boston Port Bill - first of the "coercive" or "intolerable" acts passed by the House of Commons. The bill closed the Boston Port to all trade.
April 22	The London Incident - a New York mob boards the ship London and throws the tea cargo overboard.
May 20	Massachusetts Government Act and Administration of Justice Act - reorganized the Massachusetts colony's government so that major officials would be appointed by the King, lesser officials would be appointed by the Governor, and town meetings were forbidden except once a year to elect purely local officials.
May 26	The Virginia House of Burgesses is dissolved by Governor Lord Dunmore.
June 2	Quartering Act - revived earlier laws requiring colonies to provide quarters for British troups and requiring billeting of troops in private homes if other quarters were not available.
June 22	Quebec Act - Continued French pattern of government in Canada. Boundaries included all land north of the Ohio River; French law was to be used, i.e. trial without jury and religious freedom guaranteed to Catholics.
September 5	First Continental Congress convenes in Philadelphia - Meeting was called for by Virginia and Massachusetts. All of the colonies sent representatives except Georgia. Peyton Randolph was elected President of the Convention.
September 9	Suffolk Resolves - (Suffolk County is the area in which Boston is located) rejected the "Coercive Acts" "as the attempts of a wicked administration to enslave America." However, loyalty to the King was reaffirmed.
October 10	Battle of Point Pleasant - Col. Lewis defeats the Shawnees under Chief Cornstalk and brought an end to Dunmore's War.
October 14	Declaration of Rights and Grievances - Included 12 resolutions which highlighted the rights and grievances of the colonies. The resolutions stated that Americans' rights included life, liberty and property as secured by the British constitution, and taxation by their own representative assemblies.
October 18	Continental Congress adopts the "Association", the major terms of which included: 1) no imports from Britain after December 1, 1774, 2) no exports to Great Britain after September 10, 1775, 3) ban on the import of slaves after December 1 1774, and 4) ban on the import of East India Company tea immediately. The Association called for committees of enforcement in each county and penalties were provided for its violation.

October 26	First Continental Congress adjourns.
December 14	Patriots seize Fort William and Mary at Portsmouth, New Hampshire.
December 22	"Tea Party" at Charleston, South Carolina.

1775

March 10	Daniel Boone's expedition into Kentucky, and on April 1, 1775 begins the settlement of Boonesborough.
March 23	Patrick Henry delivers "Give me liberty or give me death" speech at the Virginia Provincial Convention in Richmond.
March 30	New England Restraining Act passed by House of Commons - consisted of a ban on all trade from New England ports except to Great Britain and the British West Indies and excluded New Englanders from the Atlantic fisheries. The bill was extended two weeks later to include New Jersey, Pennsylvania, Maryland and South Carolina.
April 18	Midnight ride of Paul Revere (British General Gage had hoped to capture Samuel Adams and John Hancock as well as a store of arms and powder).
April 19	The Battles of Lexington and Concord, Massachusetts.
April 20	British Marines seize patriot gunpowder at Williamsburg, Virginia.
April 21	New Hampshire militiamen march to Cambridge, Massachusetts.
May 6	Patrick Henry declared outlaw by Virginia Governor Dunmore.
May 9-10	Capture of Fort Ticonderoga, on Lake Champlain, by Ethan Allen and Benedict Arnold.
May 10	Second Continental Congress convenes in Philadelphia.
May 12	Green Mountain Boys take Crown Point on Lake Champlain.
May 14	Benedict Arnold leads an expedition against St. John's, Canada.
May 15	Congress resolves to put colonies in a state of defense.
May 31	Mecklenberg Resolutions - The most outspoken of various patriotic resolutions was voted by Mecklenberg County, North Carolina.
June 15	Birth of the Army.
June 15	Rhode Island establishes naval force.
June 15	George Washington elected Commander-in-Chief of Continental Army.
June 17	Battle of Bunker Hill (Breeds Hill).

1775

June 25	Pennsylvania Rifle Battalion Organized.
July 3	Washington takes command of Continental Army at Cambridge Common.
July 8	Olive Branch Petition - a last appeal to the King for a redress of grievance, while hostilities were suspended, and for repeal of the most restrictive statutes, drafted by John Dickinson.
July 21	American raid on Great Brewster Island, Massachusetts.
July 31	Second American raid on Great Brewster Island, Maine.
August 8	Captain Daniel Morgan and his Virginia riflemen arrive at at Cambridge.
August 9-10	Naval action at Gloucester, Cape Ann, Massachusetts.
September 12	Start of Arnold's Expedition to Quebec.
October 5	British ships bombard Bristol, Rhode Island.
October 14	Falmouth (Portland, Maine) burned by the British.
November 13	Americans under General Montgomery occupy Montreal.
December 3	First official American Flag raised aboard the Alfred by Lt. John Paul Jones.
December 8	Battle of Edenton, North Carolina.
December 9	Battle of Great Bridge, Virginia and the first Revolutionary engagement in Virginia.
December 30	Attack on Quebec fails.

1776

January 1-2	British naval bombardment of Norfolk, Virginia. Norfolk was burned by provincial forces to prevent seizure by British.
January 6	Founding of Alexander Hamilton's Provincial Company of Artillery of the Colony of New York.
January 10	Thomas Paine's Common Sense published in Philadelphia (Paine had been in America two years at this time).
January 22-23	British transport and provision ship Blue Mountain Valley taken by Americans off Sandy Hook.
January 24	Colonel Henry Know, a former bank dealer from Boston, reaches Cambridge with 43 cannon and 16 mortars from Fort Ticonderoga.

1776

February	Americans reoccupy Norfolk and complete its destruction.
February 27	Battle of Moore's Creek Bridge, North Carolina. Newly arrived Highland Scots settlers were defeated by Whig militia.
March 4-5	Occupation of Dorchester Heights, Massachusetts by Patriot forces with the Fort Ticonderoga Cannons.
March 17	British evacuate Boston.
April 12	"Halifax Resolves" - North Carolina Provincial Congress becomes the first colonial assembly to stand for independence.
April 17	USS Lexington vs. HMS Edward.
May 4	Rhode Island declares independence.
May 10	Congress recommends new state governments.
May 17	Naval action at Nantucket Roads, Massachusetts.
June 7	Yankee Hero vs Melford off the coast of Massachusetts.
June 8	Battle of Trois Rivieres, Canada.
June 12	Virginia Convention adopts George Mason's "Bill of Rights".
June 28	British attack on Charleston, South Carolina fails.
July 2	Resolution declaring independence voted. Resolution written by Richard Henry.
July 4	Declaration of Independence approved and signed as drafted by Thomas Jefferson.
July 8-10	General Dunmore's fleet defeated at Gwyn's (Gwynn) Island, Virginia, Chesapeake Bay.
August 27	Battle of Long Island, New York - British troops led by General Howe - Americans led by General Washington.
August 29-30	Washington's Evacuation of Long Island.
September 6-7	First use of the submarine in war.
September 9	The name United States of America adopted by resolution of the Continental Congress.
September 15	Battle of Kips Bay, New York.

1776

September 16	Battle of Harlem Heights, New York.
September 22	Nathan Hale executed by the British as an American spy.
October 11-12	Battle of Valcour Island, New York, Lake Champlain.
October 12-13	Battle of Throg's Neck, New York - Washington evacuated Manhattan except for Raige Force at Ft. Washington.
October 18	British naval force burns Falmouth, Maine.
October 28	Battle of White Plains, New York, where Howe defeats Washington.
November 3	British General Carleton abandons Crown Point, New York.
November 7-29	Siege of Fort Cumberland, Nova Scotia.
November 16	Fort Washington, New York falls to British.
November 16	First foreign salute to a US flag (Grand Union Ensign).
November 20	General Nathaniel Greene abandons Fort Lee, New Jersey to Howe's forces.
December 8	British General Clinton takes possession of Newport, Rhode Island.
December 12	Congress vests Washington with dictatorial powers.
December 19	Publication of Thomas Paine's American Crisis.
December 26	Battle of Trenton, New Jersey - Washington crossed Delaware River in a successful surprise attack on Hessians.

1777

January 3	Battle of Princeton, New Jersey - a repeat of Trenton plan and success.
January 16	New Hampshire Grants (Vermont) declare independence from England, calling themselves "New Connecticut".
February 2-4	Local patriots hold Fort McIntosh, Georgia.
April 26	British raid Danbury, Connecticut.
May 23	American raid at Sag Harbor, New York.
June 14	Stars and Stripes adopted by Congress as American flag, 13 stars and 13 stripes.
July 6	British occupy Fort Ticonderoga, New York.

1777

July 7	Battle of Hubbardton, Vermont.
July 20	Peace Treaty signed by Virginia and North Carolina with Cherokees in which Cherokees give up all of their land east of the Blue Ridge and all their land north of the Nolichucky River.
July 25	Murder of Jane McCrea, near Fort Edward, New York.
August 3	British General St. Leger invades Fort Stanwix, New York.
August 6	Battle of Oriskany, New York.
August 16	Battle of Bennington, Vermont (in new York).
August 21-22	American raid on Staten Island, New York.
August 22	St. Leger abandons siege of Fort Stanwix because of approach of Benedict Arnold.
August 25	Howe's British Army disembarks at Head of Elk, Maryland.
September 1	Siege of Fort Henry, Virginia (Wheeling, West Virginia).
September 11	Battle of the Brandywine, Pennsylvania - Howe outflanks Washington and moves on to Philadelphia.
September 16	Action at Warren Tavern (White Horse Tavern), Pennsylvania.
September 18-24	American raid on Lake George area, New York.
September 19	First Battle of Saratoga (or Freeman's Farm), New York. General Burgoyne driven back by large American forces.
September 20-21	Battle of Paoli, Pennsylvania.
September 26	British occupy Pennsylvania.
October 4	Battle of Germantown, Pennsylvania - Washington attacks Howe but is finally driven back.
October 6	British General Clinton captures Fort Clinton and Montgomery, New York.
October 7	Second Battle of Saratoga (or Bemis Heights), New York. General Burgoyne attacks General Gates forces but is driven back.
October 17	Burgoyne surrenders to General Horatio Gates, an American commander who had been a career officer in the British Army. This surrender at Saratoga is a major turning point in the war.

1777

October 22	British attack on Fort Mercer, New Jersey.
November 15	Fort Mifflin, Pennsylvania, evacuated.
November 17	Articles of Confederation adopted by Continental Congress.
November 20	Battle of Fort Mercer, New Jersey.
December 18	Occupation of winter quarters at Valley Forge.

1778

February 6	Franco-American Treaty of Commerce and Alliance signed in Paris.
June 17	France opens hostilities against Britain.
June 18	British evacuate Philadelphia.
June 28	Battle of Monmouth Courthouse (Freehold), New Jersey. American troops catch up with General Clinton's forces on their retreat from Philadelphia. A seesaw battle, but Clinton fights off the American attack.
July 3-4	Wyoming Valley "Massacre", Pennsylvania.
July 4	Lt. Col. George Rogers Clark occupies Kaskaskia, Illinois, thereby supporting later American claims to the region.
July 20	George Rogers Clark leads small group of frontiersman to occupy Vincennes, Indiana.
July 18	Indian raid at Andrustown, New York.
August 8	John Sullivan and D'Estaing begin the joint operation against Newport, Rhode Island - Arrival of large British force and violent storm led to withdrawal of French Fleet.
August 29	Battle of Newport (Tiverton), Rhode Island.
September 5-8	British amphibious raids on Massachusetts.
September 28	Tappan "Massacre", New York.
October 6-8	American raid on Indian town of Unadilla, New York.
October 15	British raid at Mincock Island (Egg Harbor), New Jersey.
November 11	Cherry Valley Massacre, New York.
December 17	British recapture Vincennes, Indiana.

1778

December 29	British capture Savannah, Georgia.

1779

February 14	Battle of Kettle Creek, Georgia.
February 23-25	Clark retakes Vincennes, Indiana.
March 3	Battle of Briar Creek, Georgia.
April 12	Convention of Aranjuez, Spain.
May 9	British raid on Norfolk, Virginia.
May 21	Spain declares war against Britain.
June 1	Clinton starts offensive up the Hudson River, New York with 6,000 men.
June 20	Battle of Stone Ferry, South Carolina.
June 21	Spain declares war against Great Britain.
July 2	British raid at Poundridge, New York.
July 5-11	British raid Connecticut coast.
July 8	British raiders plunder and burn Fairfield, Connecticut.
July 16	Battle of Stony Point, New York.
July 22	Battle of Minisink, New York.
August 11-September 14	Brodhead's Allegheny Valley Expedition, western Pennsylvania.
August 14	American squadron destroyed in Penobscot Bay, Massachusetts (Maine), by British.
August 19	"Light Horse Harry" Lee's raid on Paulus Hook, New Jersey.
August 29	Battle of the Chemung River (Battle of Newton), New York.
September	Spanish Expedition into British West Florida (Mississippi, Alabama, Florida).
September 5	American raid at Lloyd's Neck, Long Island, New York.
September 14	Burning of Indian town of Genesee, New York.
September 23	Siege operations begin against Savannah, Georgia.
October 4	Ambush at Licking River, Kentucky.

1779

October 9	British repulse allied assault on Savannah.
October 11-25	British evacuate Rhode Island.

1780

January 14-15	American raid on Staten Island, New York.
January 25	British raid on Newark and Elizabeth, New Jersey.
March 14	Mobile, British West Florida (Ala.) taken by Louisiana Governor Bernardo de Galvez.
April 2	Indian raid at Harpersfield, New York.
April 9	Action at Little Maquoketa River, Iowa.
April 11	Siege of Charleston, South Carolina begins.
May 7	Surrender of Fort Moultrie, South Carolina.
May 12	Surrender of Charleston to British.
May 22	Tory and Indian raid at Caughnawaga, New York.
May 22-23	Tory and Indian raid at Johnstown, New York.
May 26	Spanish repulse British expedition at St. Louis, Missouri.
May 29	Massacre of the Waxhaws (Waxhaws Creek), South Carolina.
June 23	Battle of Springfield, New Jersey.
July 10	Count de Rochambeau and 6,000 French troops arrive at Newport, Rhode Island.
July 12	Arnold's treasonable secret offer to British to surrender West Point, New York.
July 12	Actions at Stallins, South Carolina and Brandon's Camp, South Carolina; civil war in the Carolinas.
July 30	Capture of Fort Anderson (Thickety Fort), South Carolina.
August 1	Battle of Rocky Mount, South Carolina.
August 2	Indian and Tory raid on Fort Plain, New York.
August 6	Battle of Hanging Rock, South Carolina.
August 16	Battle of Camden, South Carolina - General Gates is soundly defeated by British General Cornwallis.

1780

August 18	Battle of Fishing Creek, South Carolina.
September 14-18	Attack on Forts Grierson and Cornwallis (Augusta), Georgia.
September 20-24	Washington-Rochambeau conference at Hartford, Connecticut.
September 23	Andre's capture; Arnold's treason exposed.
September 26	Action at Charlotte, North Carolina.
October 2	Major Andre hanged as spy, Tappan, New York.
October 7	Battle of King's Mountain, South Carolina - American troops capture Cornwallis' entire left wing unit.
October 7	British, Tory and Indian raid on Schoharie, New York.
October 19	Battle at Fort Keyser (Palatine or Stone Arabia), New York.
October 19	Battle of Klock's Field, New York.
November 20	Battle of Blackstocks, (Tiger River), South Carolina.
November 21-23	American raid on Coram (Fort George), Long Island, New York.
December 27-31	American raid at Williamson's Plantation, South Carolina.

1781

January	Spanish seize Fort St. Joseph, Michigan.
January 2	Virginia agrees to turn "western" lands over to Confederation.
January 3	Action at Hood's Point (James River), Virginia.
January 5	British raid on Richmond, Virginia.
January 8	British raid on Charles City Courthouse, Virginia.
January 17	Battle of Cowpens, South Carolina - American Daniel Morgan defeats and nearly wipes out large British Cavalry force under General Tarleton.
January 22	American raid at Morrisania, New York.
January 24	American raid on Georgetown, South Carolina.
February 1	British occupy Wilmington, North Carolina.
February 1	Battle of the Catawba River (Cowan's Ford), North Carolina.
February 25	Battle of Haw River, (Pyle's Defeat), North Carolina.
March 1	Ratification of Articles of Confederation.
March 2	The United States in Congress Assembled.

1781

March 15	Battle of Guilford Court House, North Carolina - Green meets Cornwallis in indecisive fighting.
March 16	First Naval Battle of the Virginia Capes.
April 2	USS Alliance vs Mars and Minerva.
April 15-23	Siege of Fort Watson, South Carolina.
April 16	Siege of Augusta, Georgia, begins.
April 25	Battle of Hobkirk's Hill, South Carolina.
April 27	British raid Petersburg and Osborne's Creek (James River) Virginia.
May 9	Spanish under Galvez capture Pensacola, Florida.
May 11	Capture of Orangeburg, South Carolina.
May 12	Capture of Fort Motte, South Carolina.
May 14	Tory raid at Croton River, New York.
May 15	Capture of Fort Granby, South Carolina.
May 21	Capture of Fort Galphin (Fort Dreadnought), Georgia.
May 21-24	Washington-Rochambeau conference Wethersfield, Connecticut.
May 22	Greene begins siege of the British strong-hold at Ninety Six, South Carolina.
May 23-24	Capture of Ft. Grierson, and Ft. Cornwallis, Georgia.
June 4	British raid on Charlottesville, Virginia.
June 5	British raid at Point of Fork, Virginia.
June 5	Surrender of Augusta, Georgia, to Americans.
June 19	Americans repulsed at Ninety Six, South Carolina.
July 5	French army under Rochambeau joins Washington's above New York.
July 6	Battle of Green Springs (Jamestown Ford), Virginia.
July 9	Tory and Indian raid at Currytown, New York.
August 4	Cornwallis occupies Yorktown and Gloucester Point on York River, Virginia.
August 26	Comte De Grasse with French fleet arrives in Chesapeake Bay and later defeats British forces led by Admiral Graves.

1781

September 5-9	Battle of the Capes - De Grasse drives back Admiral Clinton.
September 6	British raid New London, Connecticut.
September 6	Capture of Fort Griswold, Connecticut.
September 8	Battle of Eutaw Springs, South Carolina.
September 13	Tory raid on Hillsboro, North Carolina.
September 17-18	Washington-De Grasse conference, Hampton Roads, Virginia.
September 30	Siege of Yorktown begins.
October 10	American raid at Treadwell's Neck, New York.
October 19	Surrender of Cornwallis to General Washington at Yorktown, Virginia - For practical purposes the end of the war.

1782

March 7-8	Gnadenhutten, Ohio, Massacre.
March 20	Lord North resigns as Prime Minister.
April 8	Naval action on Delaware Bay.
April 12	New Jersey patriot leader, Captain Joshua Huddy, hanged by Tories in Monmouth County.
June 4-5	Action at Sandusky (Crawford's Defeat), Ohio.
July 11	Savannah, Georgia evacuated by British.
August 15	Indian and Tory raid on Bryan's Station, Kentucky.
August 19	Battle of Blue Licks, Kentucky.
September 11-13	Siege of Fort Henry, (West) Virginia.
November 30	Provisional treaty of peace signed in Paris.
December 14	Charleston, South Carolina, evacuated by the British.

1783

March 10	First of Newburgh Addresses.
March 12	Second of Newburgh Addresses.
March 15	Washington addresses the Continental officers.

1783

April 11	Congress proclaims end of the war.
June 13	Army disbands; Washington retains small force to blockade New York.
September 3	Treaty of Paris with Great Britain signed.
November 2	Washington issues "Farewell Address to the Army" from Rocky Hill, New Jersey.
November 25	British turn New York over to Washington.
December 4	Washington bids farewell to his officers at Fraunces Tavern, New York.
December 23	Washington resigns commission as commander-in-chief before Congress at Annapolis, Maryland.

1784

April 23	Congress adopts ordinance for government of western territories (was to be rewritten in 1787 and known as the Northwest Ordinance).

1785

May 20	Congress approves ordinance for sale of western lands.

1786

January	Adoption of Virginia Statute for Religious Liberty - Written by Jefferson and approved after a long struggle, this statue went far beyond the provisions of other states. It's major points were incorporated into the First Ammendment.
August	Outbreak of Shay's Rebellion in Massachusetts. Farmers led by Captain Daniel Shays protesting the legislature's refusal to issue paper money or to postpone state tax, foreclosure sales. Gave impetus to the movement for a new constitution.
September 11-14	Annapolis Convention under the leadership of Alexander Hamilton and James Madison - Delegates from five states met to consider common problems of trade and navigation. They instead began calling on all states to send delegates to consider adjustment of parts of the federal system.

1787

May 14	Constitutional Convention meets in Philadelphia. All states eventually sent delegates except Rhode Island.
July 13	Northwest Ordinance adopted.
September 27	Constitutional Conventional Adjourns.
December 7	Delaware ratifies Constitution.
December 12	Pennsylvania ratifies Constitution.
December 18	New Jersey ratifies Constitution.

1788

January 2	Georgia ratifies Constitution.
January 9	Connecticut ratifies Constitution.
February 6	Massachusetts ratifies Constitution.
April 28	Maryland ratifies Constitution.
May 23	South Carolina ratifies Constitution.
June 21	New-Hampshire ratifies Constitution.
June 26	Virginia ratifies Constitution.
July 26	New York ratifies Constitution.

1789

January 7	Election of House of Representatives and Presidential Electors.
March 4	First Congress meets under the Constitution.
April 30	Washington inaugurated as first President at Federal Hall, on the corner of Broad and Wall Streets, New York City.
November 21	North Carolina ratifies Constitution.

1790

May 29	Rhode Island ratifies Constitution.

Field Trip Around Westminster and Union Mills

This field trip could be planned as an all day trip with a picnic lunch at the Community Park off Route 140, above Gino's. It could also be made in about four hours with just one hour stops at Historical Society and Union Mills.

From your school to:

1. Carroll County Court House, Court and Willis Streets
2. City Hall, End of Willis Street (north)
3. Union Mills, Shriver Homestead (check map with field trips)
4. Historical House, 210 East Main Street [1]
5. Ascension Episcopal Church, Leigh Masters is buried here (look up the story on this man)

The Carroll County Farm Museum [2]

A trip to the Farm Museum could be a delightful day in the country. The museum includes a farmhouse, barn, crafts buildings and antique farm equipment. Many farm animals are there, also. By planning ahead, arrangements can be made to have demonstrations or rural crafts shown. There are pretty gardens and a gift shop which you may visit without buying. Many handmade articles are made by local people and sold here. There is plenty of picnic area with tables and benches.

Field Trip To Frederick

This trip could be planned for most of a school day, depending on how much walking you want to do.

The Barbara Fritchie Home and Museum in Frederick, Maryland is ideally located for Civil War enthusiasts and should be included in our American Heritage study.

Visit the Barbara Fritchie Home and Museum on Patrick Street first. There is a small admission fee. Check before going for it may change. (Write the Barbara Fritchie Home and Museum, 154 West Patrick St., Frederick, Md. or telephone 301-662-3000.)

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[1] New brochures on these will be in all media centers.

[2] See Footnote 1.

Maps for identifying points of interest along West Patrick Street are available at the Chamber of Commerce. Just write and they will send them to you.

Other points of interest near by, are: Rose Hill Manor, (home of Thomas Johnson, first Governor of Maryland); Historic Court Square; Roger Brooke Taney home and museum; Francis Scott Key grave and monument; Revolutionary Hessian Barracks.

Field Trip to Washington, D. C.

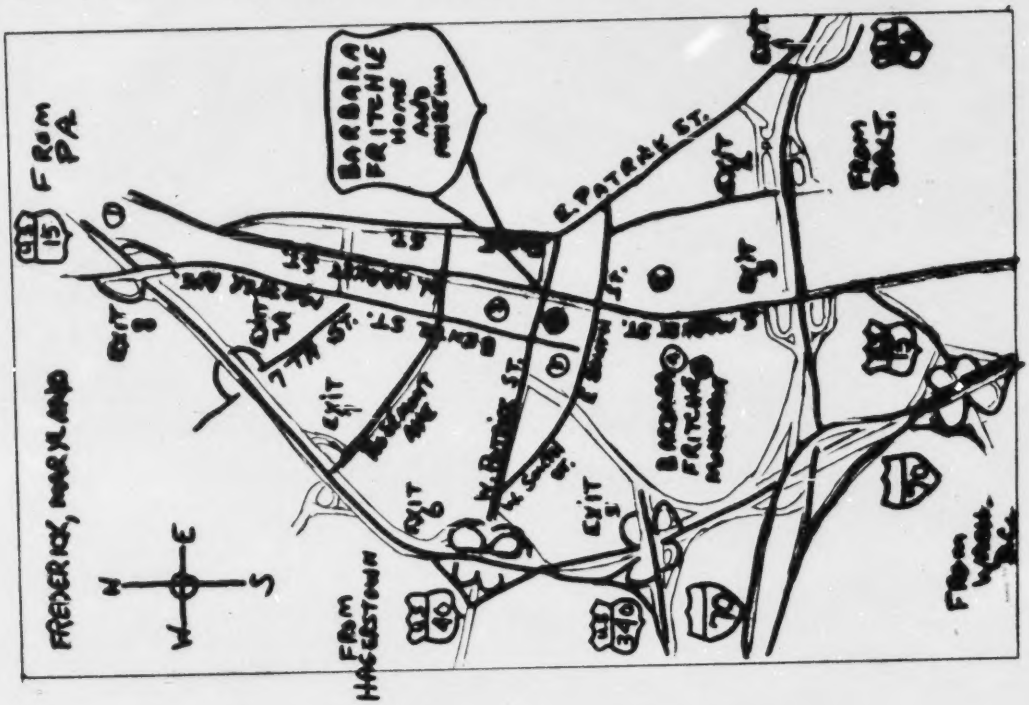
The Federal Mall is a grassy park in the center of Washington, D. C. Many sights that children would like to see are in buildings located here. ~~Other~~ famous buildings are close by.

A tourmobile or shuttle bus for tourists runs along the Mall. On board are guides to tell you about the sights. You can get on and off at any one of the 13 stops all day long. Adults pay $2.00, children pay $1.00. The ticket is good for one day, so start early. If you plan to visit just the Smithsonian area, your bus will drop you off and pick you up at a given time.

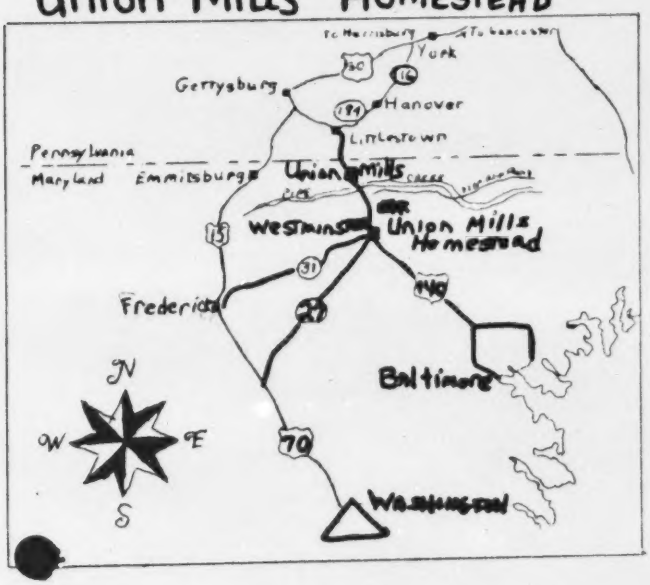
Below are listed a few of the most enjoyable spots.

1. Smithsonian Arts and Industries - see the moon rock, the "Kitty Hawk" and "Spirit of St. Louis".
2. Air and Space Building.
3. Museum of History and Technology - the original "Star Spangled Banner", the First Ladies' gowns, old train locomotives, and early American classroom.
4. Museum of Natural History
5. Bureau of Printing and Engraving - see how paper money is made.
6. National Archives - Declaration of Independence, the Constitution and the Bill of Rights.
7. Jefferson Memorial.
8. Lincoln Memorial.
9. National Gallery of Art.

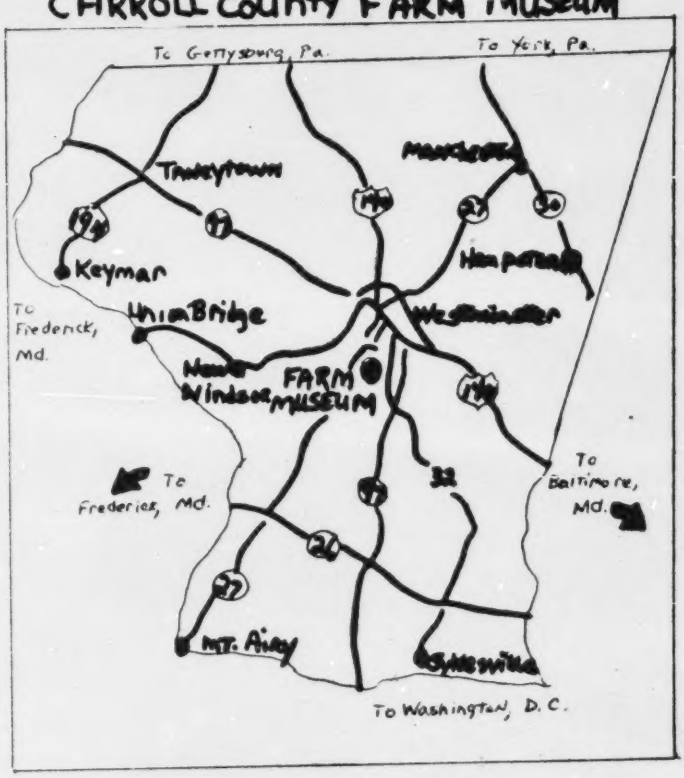
MAPS FOR FIELD TRIPS



Union Mills Homestead



CARROLL COUNTY FARM MUSEUM



10. From the National Archives you can walk to the FBI.

11. The Washington Monument - Walk up 898 steps or take a quick elevator ride for a good view.

12. White House - Tours are open to the public.

Annapolis[1]

1. The John Paul Jones Crypt - located in the chapel of the U. S. Naval Academy; it contains the remains of the great naval hero.

2. The Maryland State House - located at State Circle; Treaty of Paris was ratified there which ended the Revolutionary War.

3. The Old Treasury Building - located at State Circle; now the headquarters for the Maryland Historic Trust (open).

4. St. John's College. Barnister House, a prominent family (Charles Carroll of Carrolton); McDowell Hall, was the mansion for colonial governor. Ancient Tulip Popular, where the Sons of Liberty met.

5. Chase-Lloyd (1769) and Hammond Harwood (1774) Houses - located at 22 and 19 Maryland Avenue; of exceptional architectural merit. Both are National Historic Landmarks and open to the public.

6. The Brice House - Prince George and East Streets. National Historic Landmarks are not open to the public, but can be seen from the street.

7. The Quynn-Brewer House - 26 West Street; restored and furnished in Queen Anne period (open).

8. Day on the Bay Cruise from Annapolis. For information: Chesapeake Marine Tours, Inc., P. O. Box 1989, Annapolis, Maryland 21404 (301-268-7600).

9. M. V. Port Welcome. For information on cruises: Port Welcome Cruises (group rates), Constellation Dock, Baltimore, Maryland 21202 (383-5705-06).

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[1] Historic Annapolis, Inc., 18 Pinkey Street, Annapolis, Md. 21401.

Field Trip to Baltimore[1]

Baltimore's five most prestigious exhibitors have combined to give the city a unique presentation of Revolutionary War art and history during the 1976 Bicentennial Celebration.

The museums will be: Walters Art Gallery, Baltimore Museum of Art, Peale Museum, Maryland Historical Society and Maryland Academy of Sciences.

The Walters Gallery will cover European art between 1750-1800.

Baltimore Museum of Art will display the distinction between American and European art trends during that period.

Maryland Historical Society will concern its exhibits with documenting Maryland's 18th century history.

Peale Museum, will show Baltimore's contribution to American architecture in an exhibition entitled "Baltimore's Revolutionary Generation". Maryland Academy of Sciences will present an exhibit focusing on the physical sciences, especially measurement.

Baltimore City Fair (ethnic neighborhoods present their heritage, craft exhibits, last weekend in September).

Everyone interested in American heritage should visit Baltimore to see the landmarks associated with our National Anthem: Fort McHenry National Monument and Historic Shrine, Star-Spangled Banner Flag House Museum, U. S. Frigate Constellation, Mt. Clare Mansion, (the city's oldest surviving colonial home 1754), Streetcar Museum, and Charles Carroll town house.

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[1] For help: Visitors Information, Baltimore Forward Thrust, Inc., 102 St. Paul Street, Baltimore, Maryland 21202, (phone 301-727-5688)

CARROLL COUNTY POINTS OF INTEREST

Points of interest in Carroll County not to be used for field trips but enriching for teachers or suggested as family trips:

Terra Rubra, the birthplace of Francis Scott Key. It is a private home and not open to visitors. The home can be viewed from the road along Route 194.

Springdale School, Springdale Road from New Windsor. An old school restored and very interesting. Will be open in fall of 1974. Was damaged by Agnes. Mr. Marker Lovell, owner. Watch for dates of opening or call 848-8355 or 848-2269.

Old Cemeteries in Carroll County:

Winters Churchyard. Old stones - small, black, and scarcely legible. On old Route 75 between New Windsor and Linwood.

Krider's Reformed and Krider's Lutheran Churches, Krider's Road off Littlestown Road. Both churches over 200 years old. Many stones good for rubbings. Children could check dates of births, deaths. Many good math problems.

Ascension Episcopal Church, Court Street, Westminster, Md. It is historical because a number of Revolutionary soldiers are buried there. Also, Leigh Masters of many ghosty tales lies just inside back entrance.

Churchyard in Manchester, off Main Street on Church Street. A very large old tree reminds you of age of persons buried there. In the old section dates are in the 1700's.

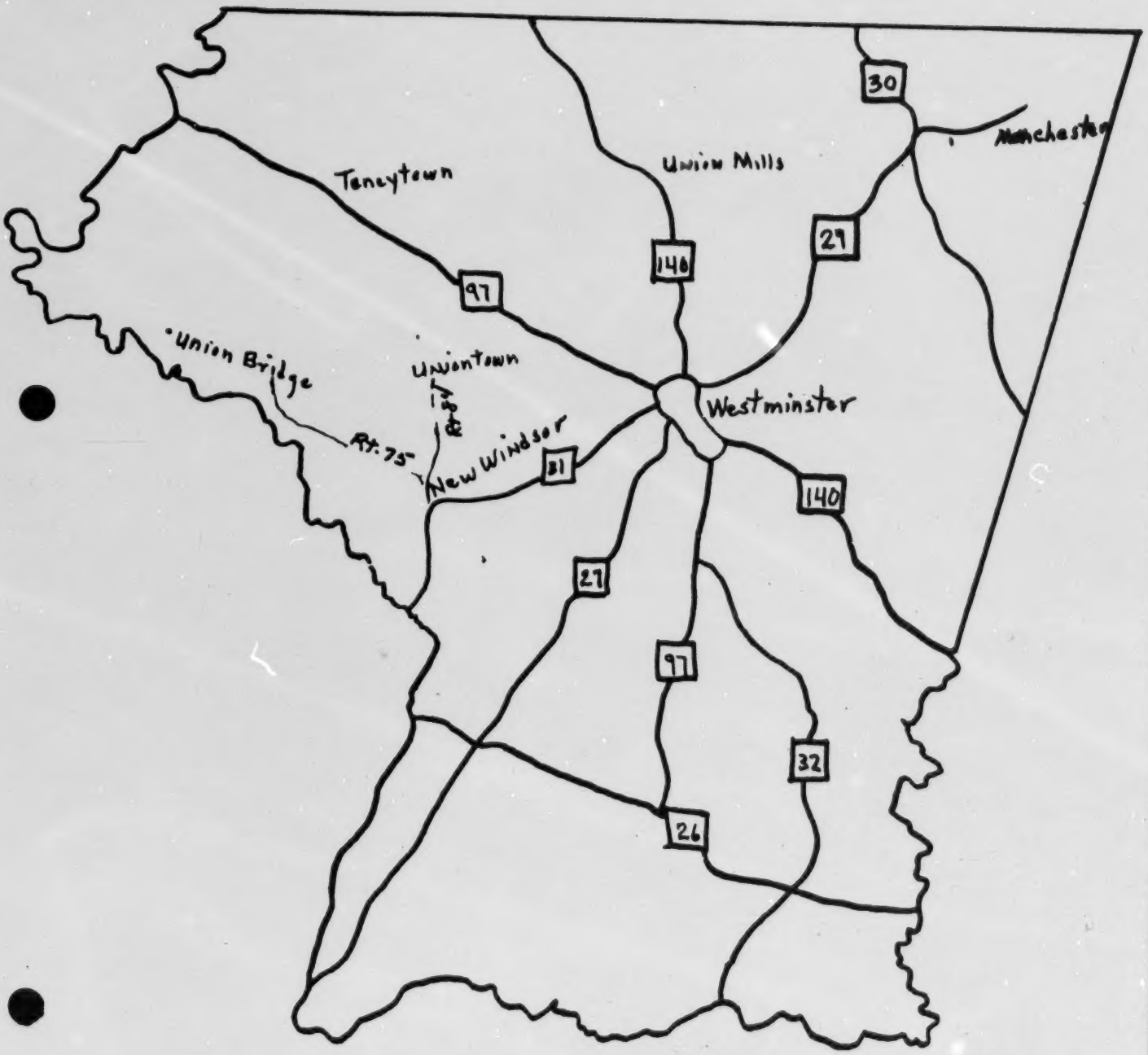
Pipe Creek Church of the Brethren, Uniontown Road on the New Windsor side. One of the historical churches in Carroll County containing a museum of articles used in days of extended Love Feasts when families came long distances by horse drawn buggies and remained for several days.

Boonsboro (U. S. 40 alternate). Near here is Boonsboro State Park, site of the first monument ever to be erected to the memory of George Washington - a stone tower, constructed July 4, 1826 entirely by the citizens of Boonsboro.

New Market (off Int. 70N on Md. 75). This village is one of the major antique centers in the East, with about 20 antique shops lining the main street. A good restaurant is in center of town. Delightful October day stroll.

Cunningham Falls, Catoctin Mountains State Park, Near Thurmont on U. S. 15. Activities are many but would point out Catoctin Winter Festival (first Sunday in February), Catoctin Spring Weekend (second weekend in May), Annual Catoctin Colorfest (second weekend in October). Information: Catoctin Mountain Tourist Council, Post Office Box 32, Thurmont, Maryland 21788, Phone 301-271-7638.

Frederick Barracks on the property of the Maryland School for the Deaf, housed British and Hessian prisoners during the Revolution. Apply at school. Museum is being renovated now. Ask for Mr. Sisk.


Taneytown
Union Mills
30
Manchester
29
140
97
Union Bridge
Uniontown
Md. 75
New Windsor
31
Westminster
140
27
97
32
26

Resource People

1. Fran L. Henshaw (classroom or field trip)
   62 Penna. Avenue
   Westminster, Md. 21157
   876-2802

   Mrs. Henshaw has an old house that will be open for class visits during 1975-76 school year. Many examples of early furnishings and housewares can be seen. Mrs. Henshaw is very interesting, a former teacher, and can demonstrate many crafts.

   If you are interested in having her visit your classroom to teach some crafts it will be rewarding. She has given permission to call her for more information.

2. Mr. George Bachmann (music recital)
   71 Penna. Avenue
   Westminster, Md. 21157
   848-0135

   Mr. Bachman has a group of non-professional friends who play together for pleasure but are very talented. Their type of baroque music would provide a pleasant musical evening. I would suggest a recital at the Historical Society's Kimmey House. Mr. Bachman has been contacted. You may call for arrangements.

3. Miss Madeline Geiman
   245 West Main Street, Ext.
   Westminster, Md. 21157
   848-6547

   Would like to be called as a resource for showing of quilts or art of quilting. Miss Geiman quilts with a group from Meadow Branch Brethren Church.

4. Brethren Church
   Bond Street - Belle Grove Park
   Westminster, Md. 21157
   848-8090 or Mrs. Royer 848-8476

   Every Tuesday all year from early morning until 3:00 p.m. ladies quilt on beautiful handmade quilts. They have given their permission for class groups to come visit and watch their beautiful work. Call before going.

5. Shafer Bros.
   Sullivan Road
   Westminster, Md. 21157
   848-7340

   Visit them in January to see broom making and also a modern mill. Plan to buy some brooms. This would be a nice gesture.

6. Howard Stonesifer
   18 Penna. Avenue
   Westminster, Md. 21157
   No phone

   Mr. Stonesifer could help on any problems of woodworking. He has made a pattern for making a plain colonial footstool. The pattern will be available from the resource center.

7. Mr. Wm. R. Hann
   Old Manchester Road
   Westminster, Md. 21157
   848-3204

   Mr. Hann would teach an adult group the art of caning chairs. He is available on Saturdays only. Call and make arrangements.

8. Mrs. Ennis Royer (would need transportation)
   Uniontown Road
   Westminster, Md. 21157
   848-8476

   Would be willing to go to classrooms to teach rug making. If interested have children bring in old woolen clothing.

9. Mr. John Myers, Sr.
   Old Bachman's Valley Road
   Westminster, Md. 21157
   848-8374

   Four generations of John Meyer's family have lived in the home place where John Myers, Jr. now lives. Three generations have had apple and peach orchards. The old home must be two hundred years old because pine trees in front have been declared at least two hundred years old.

   Mr. Myers will talk to any student who wants an interview. He knows that area of the country well.

10. Mrs. W. A. Pickens
    Hughes Shop Road
    Westminster, Md. 21157
    848-8899

    Mrs. Pickens is a direct descendant of Col. Josiah Gist. She is a marvelous story-teller. She would be happy to tell you about her <u>should</u>-be famous soldiers. She is delightful.

11. The Loafing Barn
540 Baltimore Blvd.
Westminster, Md. 21157
848-8111

Well-behaved children are invited to come in and browse. There is a fine collection of several periods of furniture and dishes and art. All is housed in a very attractive old renovated barn. The owner is very friendly and helpful.

12. Mr. Noah Schaeffer (one or two persons could check with him for facts)
53 Penna. Avenue
Westminster, Md. 21157
848-7789

A gentleman in his 80's with a marvelous memory.

13. Historical Society
210 East Main Street
Westminster, Maryland 21157
848-6494

Any information concerning Carroll County can be found in the library in Kimmey house. Call before going in.

14. Times Paper (Carroll County)
Carroll Street
Westminster, Maryland 21157
848-4400

Paper dates back 63 years. You can check files for these years.

15. Miss Lillian Shipley 848-5085
Miss Dorothy Elderdice 848-4630
75 West Green Street
Westminster, Md. 21157

A good source for background history. Miss Elderdice rents costumes also. The Shipleys date back in Carroll County history.

Chair Caners Schedule - 1974

Coshun, Mrs. Joseph	R. D., Union Bridge	775-2621
Biker, Mrs. Russell	Rt. 2, Hampstead	374-2724
Frock, Mrs. Russell	81 Uniontown Rd., Westminster	848-8315
Hoke, Mrs. Soloman	Rt. 3, Westminster	848-5598
McKinstry, Mr. Wm.	Union Bridge	775-2424
Nine, Mrs. Adelaide	Rt. 4, Westminster	848-8862
Null, Mrs. Hubert	R. D., Taneytown	756-2252
Nusbaum, Mr. Ira	38 E. George St., Westminster	848-8093
Reifsnider, Mrs. Alice	R. D., Keymar	756-2732
Smith, Mrs. Ella	Woodbine	795-0475
Wolfe, Mrs. Maurice	Rt. 2, Westminster	848-7860
Spencer, Mr. Lloyd	112 E. Main St., Westminster	848-7670
Wimert, Mr. Lester	25 Spruce Avenue, Westminster	848-7806

Coshun & McKinstry: April 13, May 25, June 22, August 3, Sept. 14, October 26

Spencer & Wolfe: April 20, May 26, June 29, August 10, Sept. 21, October 21

Eiker & Frock: April 27, May 27, July 6, August 17, Sept. 28

Null & Reifsnider: May 4, June 1, July 13, August 24, October 12

Smith & Hoke: May 11, June 8, July 20, August 31

Niner: May 18, June 15, July 27, September 7, October 19

Extra days: Mr. Wimert, June 2, 9 - Sunday; July 4, Thursday